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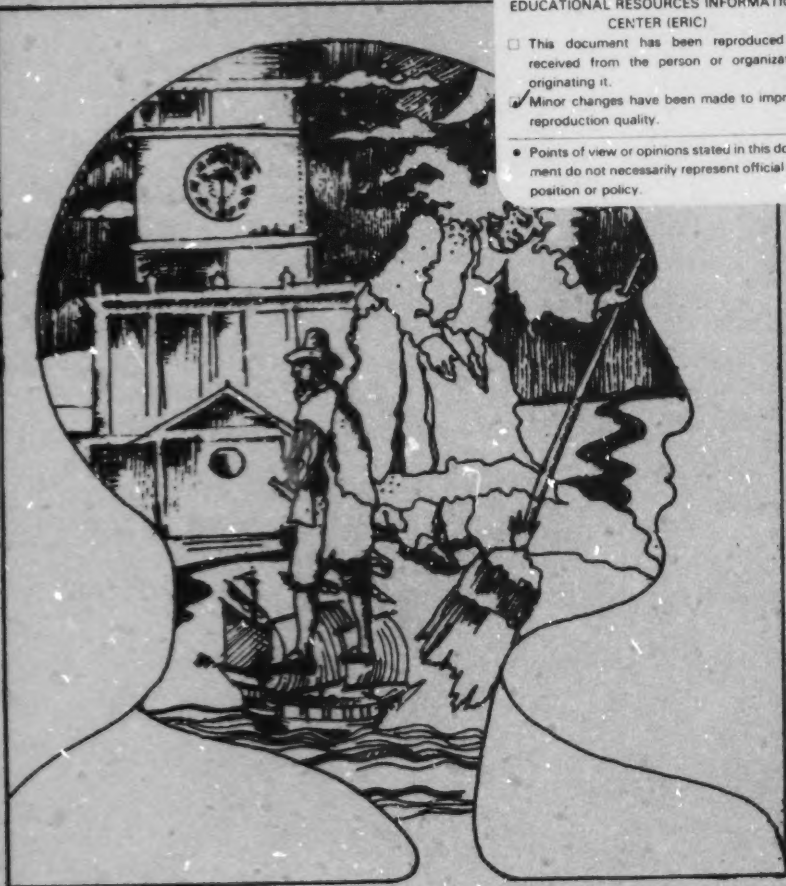
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## ABSTRACT

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this student booklet presents high school students with a series of supplementary lessons on the exploration of early America, the colonies, the revolution, and the Constitution. The booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Lesson topics include: the Spanish and the Aztecs; causes of exploration; the Pilgrims; the French and Indian War; the Spanish, French, and British colonies; Jamestown and the Indians; John Smith; Salem witchcraft; the colonists revolt against England; Lexington Green; the Stamp Act; similarities between the Articles of Confederation and the United Nations; Shay's Rebellion; values and assumptions in the Preamble to the Constitution; and an argument for world federalism. Student booklets are keyed to detailed lesson plans in the accompanying teacher's guide. (LH)

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# EXPLORATION TO CONSTITUTION

## BOOKLET 1

Critical Thinking

In

American History

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**Critical Thinking in  
American History:**

## **BOOKLET 1**

# **EXPLORATION TO CONSTITUTION**

by  
**KEVIN O'REILLY**

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Exploration to Constitution  
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## INTRODUCTION FOR STUDENTS

Did you ever wonder why you study history or what you hope to learn from it? Many high school students think they study history to learn "the facts." Certainly, there is some value in studying information or "the facts." But studying the facts with no understanding is pointless. If we couldn't think about or see the connections between facts in history, then the information would be of little value. So even if you have a good memory and what you like in history is the facts, you still have to be able to think about and use them in order for facts to be any good to you.

There is more to history than information, however. There is also the "why" of history. We all would like to explain why certain things happen the way they do. When a historian studies a topic, he/she breaks it down and examines why it happened the way it did. This is called analytical history.

Another part of history arises when historians disagree. When historians have differing viewpoints or interpretations of a topic they weigh their arguments against each other. They debate in historical journals about which viewpoint is stronger. Deciding how good a historical argument is involves a lot of careful thinking. To start out, one question you might want to ask is, how good are the viewpoints presented in your textbook?

So history is a lot more than just "the facts." Most of history involves thinking. In summary, it involves three types of thinking:

1. Seeing the connections between the facts,
2. Analyzing why things happen the way they do, and
3. Evaluating historical viewpoints.

These aspects make up what we'll call historical thinking. If you ask yourself what you'd like to remember from your history course ten years from now, you'd probably agree that you'd rather know how to think better than just know some facts. The Project on History and Logic is designed to help you develop your historical thinking by analyzing historical arguments in a deliberate, organized and sequential way.

## "GUIDE TO CRITICAL THINKING"

This *Guide* is intended to help you to better judge arguments that you read or hear from historians, your friends, your parents, news reporters, or other people. An argument (or an interpretation) as used in this *Guide* refers to the act of presenting a conclusion someone wishes to make and backing it up with reasons that logically lead to the conclusion. You have to decide for yourself how strong the argument is.

Arguments or interpretations are made up of three parts:

1. **Evidence** - facts or information which the author uses to back his/her points.
2. **Values** - the underlying beliefs of the author about what is good or important.
3. **Logic** (or reasoning) - the reasoning used by the author to arrive at his/her conclusions.

In a sense, the author of an argument constructs his/her position as someone might construct a building. The author's values are like the foundation, the evidence is like the bricks that comprise the walls, and the logic is like cement which holds the bricks together and forms them into a particular pattern. Just as when you look at a building you want to look at the whole structure first, so too when you look at an argument you want to get the main point (or conclusion) first. Then you want to break the argument down (analyze) into its parts and evaluate the parts against certain standards of excellence of reasoning and evidence.

### I. EVIDENCE

#### A. What is Evidence?

Evidence is the information which a historian or author presents to support his/her argument.

It is only when we know the sources of the evidence that we can judge (evaluate) how good the evidence actually is. There are three sources for evidence:

1. *Statements by witnesses or other people.*
2. *Documents (written information).*
3. *Objects.*

## B. Evidence in Arguments:

1. There are three possibilities for how a historian backs up an argument:
  - a. No evidence - when a historical argument has no evidence to support its points, you should not be convinced by it. Even if the reasoning in the argument seems very strong, you should not support the viewpoint until you see some evidence on the topic (that is, you should suspend judgment). You should always ask yourself, "What is his/her evidence?"
  - b. Factual information (sourceless evidence) - when a historian does not give the source for his/her evidence, you really have no way to judge how strong the evidence is. You might say that the historian has given **factual information** or **examples**, but not evidence. Factual information, unlike opinions, could be proven true or false (verified) if you wanted to do the research to check on it. In some cases you will want to do this. But this is different from what you do when you judge evidence for which the source is given.
  - c. Evidence - when the source of the information is given you have the opportunity to make some judgments about the evidence presented. You will always be better off by researching further to check on the evidence, but when the source is presented, you can make some judgments before you do more research. You'll know a viewpoint contains evidence (as opposed to information) when the author refers to statements by people, written information, or objects to support his/her arguments.
2. The examples below show the different possibilities for evidence:

Topic - Karen and the softball team:

- a. "Karen is a very good softball player, in fact, the best on our team." (no evidence).

- b. "Karen is the best softball player on our team. She hit .340 for the season and made only two errors playing second base." (Factual information because this information could be checked, but we have no way of judging the evidence without checking).
- c. "Karen is the best softball player on our team. Coach Berg said she was the best fielder and the scorebook shows she hit .340 for the season." (Evidence because the source is given. We could ask whether Coach Berg is a primary source, has a reason to distort, and so forth).

Topic - Reconstruction governments:

- a. "Reconstruction governments in the South were so corrupt that the South was ruined by them." (No evidence).
- b. "Reconstruction governments in the South were terribly corrupt. South Carolina's debt was increased tremendously. In Arkansas a Negro was given \$9,000 for repairing a bridge which had originally cost \$500. Other Southern states had the same thing happen." (These are examples of factual information. Statistics can be checked, but we cannot evaluate them without the source. Statistics themselves don't lie, but the people who put them down to make a point frequently distort them. We need to know who recorded these statistics, for what reason, and so forth).
- c. "Reconstruction governments in the South were terribly corrupt. For example, right in the records of the South Carolina legislature is recorded a vote to give the Speaker an extra \$1,000 to pay for his efficient service right after (according to his diary) he had lost \$1,000 on a horse race." (Evidence because the source is given - the records of the legislature and the diary).

Once you know that there is evidence you can judge it according to the following factors:

- P** - Is it a **primary** (eyewitness) or **secondary** (not an eyewitness source)? (Primary is better).
- R** - Does the person giving the statements or writing the documents have any **reason** to distort, cover up, give false impressions or lie? (No reason to distort is better).
- O** - Are there **other** witnesses or statements of the same event which report it the same way? (Having other statements saying the same thing is better).
- P** - Is it a **public** or **private** statement? It is public if the person giving it knew other people would hear it, or intended that other people should hear it. (Private is generally better).

So when you have identified the evidence in an argument, you can give it the **PROP** analysis. These four factors for judging evidence will be enough to help you evaluate most evidence you will see. However, there are other factors, should you need them:

#### **A. The Witness:**

1. What is the frame of reference (point of view) of the witness? What are his/her values? What is his/her background?
2. Is the witness an expert or recognized authority on what he/she saw?
3. How soon after the event did the witness report it?
4. Did the witness use precise techniques or tools to report the event? For example, did he/she take notes or use reference points?

#### **B. The Observation Conditions:**

1. Did the witness have good conditions to see the event? (Was it foggy, noisy, dark?)
2. What was the physical location of the witness to the event? Was he/she close to the action? Were there objects (i.e. buildings) blocking his/her path?

### C. The Witness' Statement: (The Document)

1. Does the witness believe that his/her statement could be checked out? If I believe you can check my story with other witnesses, I am more likely to tell the truth.
2. Is what the witness says an observation ("Mary smiled") or an inference ("Mary was happy")? Since inferences are judgments they can reveal a lot to you about the witness' point of view or motives for his/her statements.
3. Is the document authentic or a forgery? What is the reputation of the source containing the document?

## II. VALUES

### A. What is a value?

Values are conditions which the author of an argument believes are intrinsically good, or thinks are important or worthwhile. Examples of things people value are: money, success, friendship, love, health, peace, power, freedom, equality. It is often important to discover what the underlying values are of the author of an argument. This will help you understand why the viewpoint is argued the way it is. In some cases, your values may be different from the author's values, which will help you understand why you disagree with the argument. For example, if you believe that peace is generally more important than demonstrating power, then you are going to disagree with an argument which says that since country A increased its power by attacking country B, it was right to attack.

### B. Values in arguments:

1. The values of the author are revealed in an argument by words which make value judgments. Sentences containing words such as "good," "bad," "right," "wrong," "justified," "should," "should not" are usually making value judgments. For example, if someone says "The U. S. was wrong (value judgment) to drop the atomic bomb on Hiroshima because so many people were killed," he/she is saying that life (value) is more important than the other conditions or values involved (power, peace vs. war, etc.).

2. When you have identified a value judgment in an argument, you can then examine it by:

- a. Separating the argument into the factual and value parts.
- b. Stating the value part in a general way.
- c. Asking yourself whether this value position would be right in all instances (cases). Think of cases to see if the value would be right for them.

For example, suppose someone said:

"We should have capital punishment because criminals will commit fewer crimes if they think they might be executed (killed by the government)".

You would do the following:

- a. Factual part - "Executing criminals will cause criminals to commit fewer crimes." (Notice that this could be checked on by getting statistics on the number of crimes with and without capital punishment, or other methods). This was mentioned in the section on evidence in this "Guide."
- b. Values part stated in general terms - "Something (notice the **general** word) which causes fewer crimes should (value judgment) be done."
- c. Is this a good idea in all cases? You could bring up specific cases such as:

"Putting into jail anyone who has ever been a defendant in a criminal case, whether found innocent or guilty, will cause fewer crimes also. Should we do this?"

Now we know that just because something (capital punishment) causes fewer crimes to be committed doesn't mean that we should necessarily do it. There are other things (like rights, innocence) to consider. The

person who made the statement (if you are discussing an issue directly with him/her) might have to modify it to:

"We should have capital punishment under strict safeguards to protect innocent people, because it will make criminals commit fewer crimes."

You could now bring up new cases to get the author to examine his/her value position further.

The object of this strategy is not to embarrass or humiliate the other person but rather to get everyone to examine the value positions in more detail.

### C. Other values judgments and emotional language:

Sometimes the author of an argument will use specific words (rather than "right," "wrong" etc.) to describe a situation which reveals value judgments. Again, these reveal the author's point of view or position on the things described. For example, the following two sentences tell you something about the points of view of the authors:

1. "The lazy government official needlessly interfered with the running of the dynamically expanding business."
2. "The representative of the public's interest was finally able to control the pollution of the greedy monopoly."

These are extreme examples, but they show how authors can use words to paint the good guys and the bad guys. It is not hard to see that the first author supports the business against government, and the second author supports the government against the business.

Words such as those in the two examples above and others such as "terrific," "terrible," "intellectual," "egghead," "pushy," and "go getter," show the author's point of view. You should try to identify the use of this type of **emotional language**.

When it appears, it shows that the author is emotionally involved in the topic (he/she may not be as objective as he/she should be) or that the author is trying to sway the reader through an emotional response. We should not be swayed to accept an argument through emotion, but rather through reasoning and evidence.

### III. LOGIC OR REASONING

#### A. What is logic or reasoning?

Without logic or reasoning, humans would make no advances in life. Reasoning is one of the most important characteristics separating humans from animals. Logic or reasoning is the process of reaching a conclusion on the basis of available information or experience. It is the way an author tries to prove his point.

This section of the *Guide* includes information on various parts of logic or reasoning and gives you tips on what to look for in each part.

#### B. Main points and conclusions:

1. The first thing that you should do when you read an argument is identify the main point. The **main point** is what the author of a long argument (more than one paragraph) is trying to prove. You can't judge an argument until you first figure out what the author is trying to prove. A **conclusion** is what the author of a short argument (one paragraph or less) is trying to prove.

A premise is a statement which presents evidence or reasons for the conclusion of the argument. (It is the part other than the conclusion). We will use the word premise in the worksheets, but we are concerned mostly with finding the conclusion.

2. You can find the conclusion or a main point by asking yourself, "What is the author trying to convince me of?" You can often also locate the conclusion by using the cue words below, especially "therefore." Ask, "Therefore, what?"

### 3. Cue words:

| Conclusions | Premises |
|-------------|----------|
| therefore   | since    |
| then        | if       |
| so          | because  |
| thus        |          |

### C. Words:

1. As you can see in the sections on values and conclusions, the words an author uses can reveal something about his/her values, or cue you about the parts of an argument. In addition, historians should be careful to define words they use in arguments. Some words present problems when we try to define them. For example: "Bald" - how bald is bald? 100 hairs? 2 hairs? no hairs? Where a word is subject to several meanings, the historian should define how he/she is using it.
2. In some cases word usage is the key to assessing how good a historical argument is. There are some fallacies associated with words, among which are:
  - a. Jargon- the needless use of big words to make the argument sound more impressive. The key word is needless." for in some instances big words are necessary to explain the argument.
  - b. Equivocation - the use of a key term in two or more senses in the same argument. For example, "How can people oppose Communism, when we are all communists (since we all share to some extent)?"

### D. Assumptions and Inferences:

1. An **assumption** is something which is not stated but which is taken for granted by the author. We will say that something which is taken for granted but is stated is not an assumption but just a statement which lacks evidence. Urstated assumptions are the middle or

general premise in an argument. You can find them by rewriting a short argument into premise-premise-conclusion form. For example, if someone said:

"We should spend our vacation in the mountains because we need a rest."

We could rephrase it as:

Premise - We need a rest.

Premise (Assumption) - Vacations in the mountains provide rests.

Conclusion - We should spend our vacation in the mountains.

Notice that the second premise is the assumption and that it is stated in general terms - "vacations."

2. An inference is a conclusion that goes beyond the evidence upon which it is based. It is drawn from the evidence. By knowing certain facts, we can make an educated guess or infer that something else is true. For example, if you walked into a room and there were twenty people there who yelled "surprise!" and started singing "happy birthday," you could infer that this is your birthday, that there will be a cake later, and so on. Or, if you saw a person frowning, you might infer that he/she is angry. The reasoning here is:

Premise: That person is frowning.

Premise: People who frown are angry.

Conclusion (inference): That person is angry.

The inference is the conclusion.

You need to learn to make reasonable inferences (a well-developed skill among historians) and to judge how good the inferences are that are made by historians or other authors. Many times people make incorrect inferences because of faulty assumptions.

For example:

"I knew Tom was a drinker when he told me he was Irish."

The faulty assumption that all Irishmen are drinkers led to the unwarranted (possibly incorrect) inference that Tom is a drinker.

#### **E. Types of Reasoning Used in History:**

1. There are basically five kinds of reasoning used in history. Once you can identify these types of reasoning, then you can judge them against key questions for each type. These questions will help you see strong points, find weak points, or identify downright errors (or fallacies) in logic in the argument. You need to remember that in most arguments, even short ones, there are several types of reasoning being used.

#### **2. Types of reasoning:**

- a. Comparison (Analogy) - this type of reasoning compares two similar cases and reasons that what is true for one is true for the other. Watch, sometimes, for the cue word "like" to show an analogy.

##### **Examples:**

"Harry did all his homework and got an 'A' in history. If I do all my homework, I'll get an 'A,' too."

"Tracy set up her factory this way and it increased the speed of her assembly line. If I do the same, I'll increase the speed of my assembly line."

- b. Sample (Generalization) - this type of reasoning reasons that what is true for some part (or sample) of the group will be true for the whole group.

##### **Examples:**

A person takes a bite (sample) of pizza and says, "it's cold" (whole group).

A student who studies the corrupt Tweed Ring in New York City in the 1870's (sample - 1 case), concludes that there was a lot of corruption in American cities in the 1800's (whole group).

When you see general terms (plural nouns) like "people," "countries," "wars" consider that the author is making a generalization. How many people, countries, causes, or wars were sampled?

Two types of generalizations are called hard and soft generalizations. **Hard generalizations** deal with all (or none) of the members of a group. "All the apples have fallen off the tree." This type is disproven by one counter example (contrary case). **Soft generalizations** deal with most (or a few) of the members of a group. "Most people remember Vietnam." This is not disproven by one or even several contrary cases, but as the contrary cases add up, the generalization is weakened. Historians do some of their research on specific cases (like "White Collar Mobility in Nineteenth Century San Francisco") in order to test the worthiness of generalizations.

- c. Cause and effect - this type of reasoning argues that something caused (or will cause) or brought about - something else. This type of reasoning is involved with the **connections** between causes and effects.

**Examples:**

You see a flame (cause) under a pan of water, so you conclude it will boil (effect).

A historian argues that the main cause for the U. S. to enter into World War I was German submarines sinking so many ships.

A doctor sees that you have a fever and are coughing (effects) and concludes you have a virus (cause). He/she will then run tests to verify his/her reasoning.

Cue words for cause and effect reasoning are "cause," "reason for," "led to," "prevented."

d. Proof - this type of reasoning uses evidence or logic to prove the argument. Almost all arguments use some form of proof reasoning. When you cannot identify the argument as being a comparison, sample, cause and effect or debating (described below) then it probably is a proof argument. There are several ways of using proof reasoning:

1. Using evidence (or lack of evidence) to prove the point.
2. Using authority, or appeal to a moderate view, or emotion to prove the point.
3. Eliminating alternatives to prove the point.

For example, the prosecuting attorney might say, "Only Hodges and Simpson had a motive to commit the crime but Hodges was in Bermuda at the time so Simpson must have done it." The prosecutor has eliminated alternatives to arrive at his/her conclusion.

Examples:

(Evidence) "Records from New Orleans show that slave sales broke up many slave families."

(Authority) "Mrs Harney, a recognized expert on this subject, has shown that social class is not the most important reason."

(Eliminating Alternatives) "As has been shown, social class was not the key to voting behavior. Moreover, people did not vote based on issues or the candidates' personalities. This leaves only religious and ethnic factors to explain voting patterns." (Notice that this also uses cause and effect and sample reasoning, and that all the alternatives have not been eliminated).

e. Debating - this type of reasoning refers to or talks about what another person (historian in an issue on history) said about the same topic.

It basically tells you what the other people said, and gives you an argument about why the other people are wrong or partially wrong. Debating is done quite frequently at the beginning of articles in historical journals. The authors of the articles then go on to use the other four types of reasoning to show why their arguments should be accepted.

**Example:**

"The theory that the U. S. entered into World War I to make the world safe for democracy is weak for several reasons."

("The theory" refers to another viewpoint by a different historian.)

**F. Key Questions:**

1. For each type of reasoning there are key questions which will help you to judge how good the reasoning is.

2. Key questions for each type of reasoning:

- a. Comparison (Analogy):

Are the two cases compared similar enough to make the conclusion a good one?

- b. Sample (Generalization):

Is the sample a good one? Is it large enough or representative enough to make the conclusion a good one?

- c. Cause and effect:

Does the author really show the connection between the cause and the effect? Has the author considered all the possible connections or causes?

- d. Proof:

Does the evidence or the argument make the conclusion a good one? Have all the alternatives been eliminated in this type of reasoning?

- e. Debating:

Does the author of this argument give good enough reasons for disproving or weakening the other argument? Does he/she attack the other view in a fair way?

## G. Fallacies in History:

1. Once you have identified the types of reasoning involved in an argument and asked yourself the key questions for the types of reasoning involved, you can get an idea of some of the strengths and weaknesses of the argument. From there you can also identify any fallacies (errors in logic) that might have been involved in the argument. The fallacies below are arranged according to the five types of reasoning. All you have to do is look under the types of reasoning you've identified in order to find the possible fallacies involved. For example, if you've concluded that the argument you're analyzing is a combination of sample and cause and effect reasoning, you would ask the key questions for those two types and then look at the fallacies under those two types only.
2. Fallacies (or errors) in reasoning:
  - a. **Comparison (Analogy) Fallacies:**

No specific fallacies. The key question takes care of the fallacies.
  - b. **Sample (Generalization) Fallacies:**

1. **Unrepresentative Sample (or Hasty Generalization)** - A conclusion based on a sample which has too few examples or which does not represent the whole group well. This includes oversimplifications, such as "If it were not for bankers, we wouldn't have wars."

### Example:

A reporter asks three people in Massachusetts if they support gun control. They all answer yes. So he/she concludes, "Everyone in Massachusetts supports gun control."

Sometimes only a single case is used to make a generalization. Watch for "for example," or "for instance."

2. **Stereotyping (or Composition or Division)** -

A conclusion in which the characteristics of some portion of the group are assumed to be true for everyone (or everything) in the group.

### Examples:

"You're Jewish, so you must be well educated."

"He's a member of a good law firm, so he must be a good lawyer."

"They all are good singers, so they'll be a good quartet."

3. **Special Pleading** - A conclusion based on bringing out the factual information favorable to the author's arguments, but leaving out the information which is not favorable. Be careful not to overdo this fallacy. Historians always have to leave out some information, but this doesn't mean they've committed special pleading. What we want to know is whether the historian has left out evidence contrary (opposite) to his/her theory, or whether the historian has included it and overcome it with better evidence or reasoning.

**Examples:**

"Mom, I should be able to go to the dance. I passed my history test, and got an 'A' in math." (But, he failed the science test, which he didn't tell his mom).

"The U. S. has always won her wars. Look at the Spanish American War, World War I, and World War II." (But this leaves out the War of 1812 and Vietnam).

**c. Cause and Effect Fallacies:**

1. **Single Cause** - A conclusion that an event had one cause when in reality more than one cause was involved. Giving an event one cause oversimplifies history. Be careful not to overdo this fallacy. Sometimes a historian asserts that something was the cause of an event, but he/she really means that it was the main cause.

**Example:**

"The explosion of the battleship 'Maine' caused the Spanish-American War."

2. **Preceding Event as Cause (Post Hoc Ergo Propter Hoc)**

A conclusion that if event B happened after event A, then A caused B.

Examples:

"I washed my car, so naturally it rained."

"General Grant was appointed commander of the Union troops. After this, the North started to win."

### 3. Correlation As Cause -

A conclusion that if A and B occurred at the same time, or regularly at the same time (a correlation), then one caused the other. Historians deal frequently with correlations when they cannot show the connection between a supposed cause and effect. Ideally, we would like to see the connection, but oftentimes correlations are very strong. For example, since doctors have not shown **how** cigarette smoking leads to lung cancer (they haven't shown the connection) they haven't proven that it causes the cancer. Yet the correlation between cigarette smoking and lung cancer is so strong that almost everyone believes that cigarettes do cause it.

Examples:

"Democrats were President during World War I, World War II, and Korea. The Democrats cause wars."

"Presidents elected in years ending in zero (i.e. 1860) died in office. So, the years they were elected caused their deaths."

### d. Proof Fallacies:

1. **Irrelevant Proof** - A conclusion based on an argument which is not relevant to the topic.

Examples:

Student to teacher, "If you flunk me, I'll lose my scholarship."

Child to parent, "Everyone else does it."

Historian, "Governor Billing was not such a bad governor. He was good to his children, and he went to church every Sunday."

2. **Negative Proof** A conclusion based on the absence (lack) of evidence to support some other theory (argument).

Example:

"There is no evidence that Senator Macklem was an honest woman, therefore she was a thief."

3. **Numbers** - A conclusion that this argument must be right since there is so much evidence to back it up. But don't go overboard on this fallacy, because generally an argument with more evidence is strengthened.

Example:

"We have so much evidence from these records that we must be right."

4. **Appeal to Authority** - A conclusion that this argument is right because it is based on the support of an expert. Again, you have to be careful, since using authorities to support a theory generally strengthens the theory. This is why doctors are called to testify in court cases involving medical injuries. However, sometimes authors depend too much on experts and not enough on evidence to prove their points. also, sometimes the experts are not expert on the particular topic about which the author is arguing.

Example:

Bruce Jenner urging us to eat a certain brand of cereal.

5. **Appeal to the Golden Mean** - A conclusion that this argument is right because it is moderate (between the extreme views), or it takes in all the other viewpoints. Remember that extreme views can be right. Many ideas that we now accept as reasonable were once considered extreme. For example, it was once considered an extreme view to be in favor of women voting.

Examples:

"Some people say that Adolph Hitler was the greatest leader ever and some people say he was one of the most evil men who ever lived. So, he must have been an OK person - with some good and some bad points."

"The ideal highway speed is 45 miles per hour because it is between the crazy speeder and the slow poke."

6. **False Scenario** - A conclusion based on an argument that if something had happened, then something else would have happened (or if something had not happened, then something else would not have happened, and so forth). Scenarios can be reasonable if there is a lot of evidence to support them, but scenarios are weak. Watch for the cue word "if," although not all statements with "if" are scenarios.

Example:

"If we had not built railroads in the late nineteenth century, the U.S. would not have had as much economic growth."

7. **Either-Or** - A conclusion that since A and B were the only possible explanations and since A was not possible, B is proven to be the explanation. This method of arguing (eliminating alternatives) is acceptable, as was shown above in the explanation of proof reasoning. The problem is when the two alternatives were not the only choices available. Couldn't it be both, neither, or something else?

Example:

Book title "The Colonists: Dreamers or Idiots?"

8. **Begging the Question (Circular Argument)** - A conclusion which is based on a premise, but the premise is also based on the conclusion.

Example:

"Author A is a better writer than author B because people with good literary taste prefer A. We know those people have good literary taste because they read author A."

9. **Prevalent Proof** - A conclusion that something is right because everyone knows it is right.

Example:

(From the Middle Ages) "Everyone knows the sun goes around the earth"

e. **Debating Fallacies:**

1. **Attacking the Arguer (Ad Hominem)** - A conclusion that the opposing viewpoint is wrong because of the person making the argument.

Example:

"No one should listen to what Mr. Warren says. He's a Communist."

2. **Straw Man** - A conclusion that the opposing viewpoint is wrong based on an attack of what the opponent did **not** say. It is the technique of adding to or changing what an opponent has said, and then attacking your version of what he/she said.

Example:

Jones: "I'm opposed to capital punishment."

Thibedeau: "People like you who oppose punishing criminals make me sick." (Jones didn't say he opposed punishing criminals.)

3. **Appeal to Irrelevant Outcome** - A conclusion that an opposing viewpoint is wrong because the person making the argument would really not want the outcome or consequences of his/her position.

Example:

Historian: "I wonder if those historians who feel America was wrong in the Mexican War would want to give back all the land the U.S. gained from the War." (This is irrelevant to whether the U.S. was right or wrong.)

#### IV. MODELS FOR ANALYZING ARGUMENTS

- A. For written arguments use **MARKER**: (Remember that key words - such as value words - can help you identify several of the parts of an argument.)

**M** - Find the **main point**.

- A - Locate any **assumptions** the author makes. Include in these values and value judgments.

- R - Identify the types of **reasoning** used by the author in the different parts of the argument.
  - K - Apply the **key questions** to the types of reasoning you found. How well does the author answer these questions? These key questions may also help you to identify fallacies in the argument.
  - E - Look for the **evidence** the author uses to support his points. If there is no evidence, be sure to note that. If the author uses factual information (sourceless evidence) instead of evidence, write that down and add any comments. If the author has evidence, evaluate it according to PROP or the other factors for judging evidence. If the author includes a lot of evidence, evaluate only the two or three pieces of evidence that support the most important arguments. You must evaluate specific pieces of evidence if there is evidence presented in the argument.
  - R - Think of any **relevant information** that you know of on this issue. Do the points made in this argument square with what you already know on the topic? Do the points seem to make sense based on your own experiences?
- B. For films use PIPE: (Remember that what we are evaluating here is the arguments made by the film. We are not judging it according to literary or technical standards).
- P - Find the **point of view** of the film. Watch for parts of the film which seem to make value judgments. Does the point of view support or attack a point of view which you already know of on this topic?
  - I - Watch for any **inferences** made in the film. What parts of the film could the author (filmmaker) not have known from the evidence available on this topic, but rather had to guess at or infer. For example, suppose two characters in the film have a private discussion in a bedroom. If neither of these figures ever actually wrote about what he/she thought or talked about, then you might conclude that the author of the film made up this conversation. The conversation may reveal the author's opinions, bias, or point of view.

P - Think about **persuasive techniques** used in the film.

How does the film use music, camera angles, character portrayal (i.e. good guys and bad guys), and so forth? Are these aspects of the film meant to persuade the viewer to a certain point of view? For example, if a film on industrialists played lively cheerful music every time an industrialist was shown, you might conclude that the filmmaker was favorable to the industrialists.

E - Identify any **evidence** used in the film to support its arguments. What evidence is presented and how good is it? When we say evidence we mean specific evidence used to support specific arguments. We do not mean the statement at the beginning of some films that it is "based on fact." It is very difficult to present evidence in a film. Nevertheless, just as you should not be persuaded by written arguments having no evidence to back them up, you should not be unduly influenced by films having no evidence to back them up.

## E-1 - EXPLORATION

Rewrite the following arguments into logic form. The first one is done for you. If you need more help look in the *Guide to Critical Thinking* under "Conclusions:"

- A. Question: Why did Spain lose control of her colonies in the New World?

**"Spain lost control of her colonies in the New World primarily because she spent her money on her army instead of her navy. For without a strong enough navy, Spain couldn't keep the connections with her colonies strong."**

Premise: Spain didn't spend enough money on her navy.

Premise: Without a strong enough navy Spain couldn't keep strong connections with her colonies in the New World.

Conclusion: Therefore, not spending enough money on the navy was the main reason Spain lost control of her colonies.

- B. Question: Did the Spanish treat the Aztec Indians badly?

Historian 1

**"The Spanish enslaved the Aztec Indians, stole their gold and made them work in mines. So they certainly did treat the Aztecs badly."**

Premise:

Premise: Enslaving and stealing from people is bad treatment.

Conclusion:

Historian 2

**"The Spanish baptized Aztec Indians, intermarried with them and gave them some political rights. So they didn't treat the Aztecs that badly."**

Premise:

Premise:

Conclusion:

## E-2 EXPLORATION

- A. "An atmosphere of rebirth also accompanied the Renaissance and created a healthy spirit of optimism, self reliance, and venturesomeness. This new mood led to the age of exploration."
- \_\_\_ 1. What is a word which makes a value judgment?  
A. Rebirth                      C. Optimism  
B. Renaissance                D. Healthy
- B. "(I) A country which is unified can defend itself more easily, has more internal stability, and has more resources to use for other projects. (II) So, countries which are unified can explore other areas more easily."
- \_\_\_ 2. What is the conclusion?  
A. I                      C. Spain was an early exploring country.  
B. II                    D. None of the above.
- \_\_\_ 3. This argument is a combination of which three types of reasoning?  
A. Analogy (Comparison)    C. Cause and Effect  
B. Generalization (Sample)   D. Proof    E. Debating
- C. "(I) By increasing the number of books and reducing their cost, the printing press stimulated the desire to read, helped spread the new ideas of the Renaissance, and aroused interest in distant lands. (II) In this way, the printing press was an important factor leading to exploration."
- \_\_\_ 4. The conclusion is:  
A. I                      C. The printing press stimulates the desire to read.  
B. II                    D. None of the above.
- \_\_\_ 5. This argument is a combination of which three types of reasoning?  
A. Analogy (Comparison)    C. Cause and Effect  
B. Generalization (Sample)   D. Proof    E. Debating

## E-2 EXPLORATION

6. Suppose you wanted to check further to see if the printing press actually was an important cause of exploration. What questions would you ask? What would you look for? (Remember - in cause and effect reasoning the arguer has to show the connection of the cause to the effect. If I argued that the cause for the decline in power of Massachusetts is because people drink too much beer, you would want to know how the drinking of beer connects to a state's power, how many people drink beer in Massachusetts today compared to before, and how important the beer drinkers are in the state).

Write what you'd ask here:

### E-3A EXPLORATION

- A. Suppose you wanted to find out why Bob and Joe finished a ten-mile foot race while Fred and Al did not. Bob and Joe say they finished because they ran 20 miles per week to get ready for the race, because they're under 20 years old, and because they didn't eat candy bars before the race.

Read the information below and then check off whether any of Bob and Joe's explanations really helps to prove why they finished but Fred and Al did not.

- Fred and Al ate three candy bars each an hour before the race.
- Bob is 18 years old and Joe is 19 years old.
- Fred ran 23 miles per week and Al ran 29 miles per week to prepare for the race.
- Bob and Joe did not eat candy bars before the race.
- Bob ran 24 miles per week and Joe ran 26 miles per week to prepare for the race.

| Check if this is a good reason why Bob and Joe finished but Fred and Al did not. | Argument                            | Explain your choice (Why is it, or is it not a good reason). |
|----------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|
|                                                                                  | Bob and Joe are under 20 years old. |                                                              |
|                                                                                  | Bob and Joe did not eat candy bars. |                                                              |
|                                                                                  | Bob and Joe ran 20 miles a week.    |                                                              |

### E-3A EXPLORATION

- B. This case from history is like the case you just did above. If you get stuck, look at the example above about Joe and Bob

**"In the age of exploration some countries, such as Spain and England, sent out ships to explore and gain new colonies, while other countries, such as Russia and Italy, did not. The big question is: Why didn't Italy explore? Some historians have said that the Renaissance (with its new adventurous ideas), the Crusades (which brought news about spices in far-off lands), and political unity (which helped get enough money together to make sailing voyages possible) all helped cause some countries to explore. But Italy was affected by the Renaissance and its new ideas, and Italy knew from the Crusades about spices. The only thing Italy didn't have was political unity. So lack of political unity was the main cause for Italy not to explore."**

Questions :

1. Write out the conclusion of the argument in part B: (Where can you put therefore?)
2. Explain how this historian proved that the Crusades were not an important factor in preventing Italy from exploring:
3. Explain how this historian proved that Renaissance ideas were not an important factor in preventing Italy from exploring:
4. Suppose in the first example you found out that Bob and Joe had been track stars in high school and have been running long distances for years since then. And suppose you learned that Fred and Al just started running distances a month ago.
  - a. What would this do to the conclusion you reached about why Bob and Joe finished the race? (Strengthen, weaken, no effect?)
  - b. What else might the historian in part B have left out (like the information about Fred and Al just starting running) which might affect his/her conclusion? List two (just look at the example in question 4a for ideas) omissions:

- 1.
- 2.

## E-3B EXPLORATION

Read the argument and answer the questions below:

"The explanation of the reasons why Europeans started exploring other areas of the world from the 15th century onward shows us why some countries explored and some (such as Germany and Russia) did not, but they leave us with a puzzling case. Why didn't Italy explore? For Italy had all the factors except one. Italy was affected by the Crusades, it had commercial centers grow to provide the surplus capital and promote trade with other parts of the world, it broke the static class system of the Middle Ages by spawning a new, mobile merchant class, it was the leader of the Renaissance and the new scientific attitudes and inventions, and it was affected by the printing press and the new curiosity about the outside world (Marco Polo was Italian). We are left with only one factor to induce exploration which Italy did not possess. She was not united as a country. We can say, then, that the most important factor in exploration is political unity as a country."

The chart on the next page shows which countries had which factors.

1. Write out the conclusion of the argument:
2. List the types of reasoning used in this argument.  
A. Analogy      C. Cause and Effect      E. Debating  
B. Generalization      D. Proof
3. What is a possible fallacy in this argument?  
A. Hasty Generalization      C. Straw Man      E. Numbers  
B. Negative Proof      D. False Assumption      F. No Error
4. What would you need to know to make the argument stronger?

| Factors<br>at time<br>of<br>Exploration                 | Explorers:                                       |       |         |        |
|---------------------------------------------------------|--------------------------------------------------|-------|---------|--------|
|                                                         | Spain<br>Portugal<br>France<br>England           | Italy | Germany | Russia |
| United                                                  | Yes                                              | No    | No      | Yes    |
| Crusades<br>Affected                                    | Yes                                              | Yes   | Yes     | No     |
| Printing Press                                          | Yes                                              | Yes   | Yes     | No     |
| Renaissance/<br>scientific attitudes<br>and discoveries | Yes ( means<br>significantly,<br>not completely) | Yes   | Yes     | No     |
| Broke feudal<br>class system                            | Yes                                              | Yes   | No      | No     |
| Commercial center/<br>surplus capital                   | Yes                                              | Yes   | No      | No     |

## E-4 EXPLORATION

Using your evidence checklist, assess the following document:

Christopher Columbus from his journal, *Journal of the First Voyage of Columbus*, Friday, 12th of October, 1492:

Columbus described his first contacts with Indians:

"(Since) I knew that they were a people who could be more easily freed and converted to our holy faith by love than by force, (I) gave to some of them red caps and glass beads to put round their necks, and many other things of little value, which gave them great pleasure and made them so much our friends that it was a marvel to see. They afterwards came to the ship's boats where we were, swimming and bringing us parrots, cotton threads in skeins, darts, and many other things; and we exchanged them for other things that we gave them, such as glass beads and small bells. (At last), they took all, and gave what they had with good will. It appeared to me to be a race of people very poor in everything. They go as naked as when their mothers bore them."

Evidence Checklist:

A. Fill in the checklist:

|                                                                                                      | Yes | No |
|------------------------------------------------------------------------------------------------------|-----|----|
| 1. Does the author's frame of reference lead him to distort what he sees?                            |     |    |
| 2. Does the author have a reason to lie or distort to protect himself? (conflict of interest)        |     |    |
| 3. Was the document to be public? Is the author writing to convince someone, or justify his actions? |     |    |
| 4. Was the author in a poor position to observe the things he describes?                             |     |    |

#### E-4 EXPLORATION

|                                                                            | Yes | No |
|----------------------------------------------------------------------------|-----|----|
| 5. Is this a second-hand report (secondary source) of what the author saw? |     |    |
| 6. Was this report written a long time after the event (observation)?      |     |    |
| 7. Is this the only observation of this event with this point of view?     |     |    |
| 8. Is this document a forgery?                                             |     |    |

B. What is an inference which Columbus makes:

C. How good is this document?

D. Suppose you were a historian. How could you further check on the worthiness of this document?

- 1.
- 2.

## C-1A COLONIES

- A. "You should use Softglow Lotion because it will make your hands look younger."

- \_\_\_ 1. What is the conclusion? (Remember, the conclusion is that part of the argument that you can put "therefore" in front of).
- A. You should use Softglow Lotion.
  - B. It will make your hands look younger.
  - C. Young looking hands are worth having.
  - D. You'd be an idiot not to use Softglow.
- \_\_\_ 2. What is an assumption? (Remember, an assumption is something which is not proven, it is just assumed to be true. It is usually not stated).
- A. You should use Softglow.
  - B. It will make your hands look younger.
  - C. Young-looking hands are worth having.
  - D. You'd be an airhead not to use Softglow.

- B. "The American Revolution was more important than the French and Indian War because more people were killed in the Revolution."

- \_\_\_ 3. What is the conclusion? (Look for the place to put "therefore").
- A. More Americans were killed in the Revolution.
  - B. The American Revolution was more important than the French and Indian War.
  - C. A war in which more people are killed is a more important war.
  - D. The American Revolution gave us our independence, so it was more important.
- \_\_\_ 4. What is an assumption? (Assumptions are not proven, and are not stated).
- A. More Americans were killed in the Revolution.
  - B. The Revolution was more important than the French and Indian War.
  - C. A war in which more people are killed is a more important war.
  - D. The Revolution gave us our independence, so it was more important.

## C-1A COLONIES

- C. "The Pilgrims did the right thing to come to America, because they were being badly treated for their religion in England."

- 5. What is the conclusion (Where can you put "therefore"?)
- A. The Pilgrims did the right thing to come to America.
  - B. Because they were being treated badly.
  - C. The English are wrong to treat the Pilgrims badly.
  - D. America was a good place for the Pilgrims.
- 6. What is a value word? (A value word makes a judgment. It says something was good or bad, better or worse, and so on).
- A. Pilgrims
  - B. Right
  - C. America
  - D. Religion

## C-1B COLONIES

- A. "(I) Do your hands tell the world you're thirty? (II) Use Softglow Lotion for that young-girl look."

— 1. The conclusion is:

- A. I                      C. People over thirty have ugly hands.  
B. II                     D. Young girls have pretty hands.

— 2. An assumption in this argument is:

- A. It's not good to look over thirty.  
B. It's good to look younger.  
C. Young-looking hands are important.  
D. All of the above.

- B. Airline ad: (I) "Picking an airline for its food (II) is like picking a restaurant for its flying ability."

— 3. The conclusion is:

- A. I                      C. Don't pick an airline for its food.  
B. II                     D. Airlines serve poor food.

— 4. What type of reasoning is this?

- A. Analogy              C. Cause and Effect      E. Debating  
B. Generalization      D. Proof

5. What is one possible error in this argument (or none)?

- C. "(I) The reason the Jamestown colonists produced mainly one item, tobacco, was (II) because the climate was just right for growing it, and (III) because they could make a profit by selling it to consumers who were demanding it in England."

— 6. The conclusion is:

- A. I                      C. III  
B. II                     D. None of the above.

— 7. What type of argument is this primarily?

- A. Analogy              C. Cause and Effect      E. Debating  
B. Generalization      D. Proof

## C-1B COLONIES

- D. "(I) William Pitt was the key to the outcome of the French and Indian War. (II) Before he took command of the British forces the British were losing. (III) After he took over the British turned the tide and won the war."

8. Restate this argument:

Premise:

Premise:

Conclusion:

\_\_\_ 9. What is a possible error in this argument?

- A. Numbers
- B. **Post Hoc** or Correlation as Cause
- C. Appeal to the Mean
- D. Jargon
- E. No Error

## C-2 COLONIES

"We notice in our study of the Spanish, French and English colonies in North America several interesting points. We note that the Spanish and French colonies withered and declined, while the English colonies prospered and grew. Further, we note that the French had better relations with the Indians than the Spanish or English, that all three countries came with mercantile interests in mind, that the Spanish and French were Catholic peoples while the British were Protestant, and that the Spanish and French allowed little political freedom, while the British allowed a great deal. We can see, then, that those countries which are Protestant and allow political freedom for their colonists will more likely have their colonies succeed."

| Spain             | France            | England           |
|-------------------|-------------------|-------------------|
| Failed            | Failed            | Succeeded         |
| Poor with Indians | Good with Indians | Poor with Indians |
| Mercantile        | Mercantile        | Mercantile        |
| Catholic          | Catholic          | Protestant        |
| Little Freedom    | Little Freedom    | Much Freedom      |

1. Write out the conclusion of this argument :
- 2. What type of reasoning is this, primarily?
 

A. Analogy
C. Cause and Effect

B. Generalization
D. Proof
E. Debating
- 3. What is a possible error in this argument?
 

A. Single Cause
C. Hasty Generalization

B. Either/Or
D. Irrelevant proof

E. Ad Hominem
F. No error
4. List items you would want to know in order to make this argument better: (How could this argument be strengthened?)
 

A.
D.
G.

B.
E.
H.

C.
F.
I.
5. Could this argument ever be "proven" in the sense that arguments are proven in science? Why or why not? (For example, it is "proven" that objects fall at 9.8 centimeters/sec<sup>2</sup>.)

### C-3 COLONIES

- A. Judge the following evidence according to the questions below:

We want to know how well the colonists at Jamestown got along with the Indians. This document is from the diary of George Percy, which he hoped would be printed and sold in England eventually. Percy was one of the settlers at Jamestown.

"It pleased God, after a while, to send those people who had been our mortal enemies (the Indians) to relieve us with food - bread, corn, fish, and meat - in great plenty, which saved us. Otherwise we all would have starved to death."

1. Did he have a reason to distort his statement? \_\_\_\_\_
2. Was it a public or private statement? (It's public if he thought someone else would hear it.) \_\_\_\_\_
3. Primary or secondary? \_\_\_\_\_
4. How reliable is this evidence? Should we believe it?

- B. Judge the following evidence according to the questions below:

Freda and George are fighting. Their mother comes in, breaks it up and asks Freda who started it. Freda says George started it.

1. Does she have a reason to lie about this? \_\_\_\_\_
2. Is Freda a primary or secondary source? \_\_\_\_\_
3. Is there other evidence supporting Freda's view? \_\_\_\_\_
4. How reliable is Freda's evidence?
5. How could you check on it further?

## C-4 COLONIES

### JOHN SMITH - INTRODUCTION

Captain John Smith was one of the earliest heroes in American history. He came with the first settlers to Jamestown, and his strong leadership may have been the main reason why this first settlement survived. John Smith was quite an adventurer. One of his most well-known exploits happened in 1607 when Pocahontas rescued him from being killed by her father, the Indian chief, Powhatan. There is some question, however, whether this dramatic rescue ever took place. Some historians believe John Smith was a liar, who made this story up.

Given the arguments and evidence below, you are to decide whether Pocahontas did, in fact, rescue John Smith.

— Did Pocahontas rescue John Smith?

List two reasons for your choice:

- 1.
- 2.

### JOHN SMITH - VIEWPOINTS

Historian A:

The rescue of Captain John Smith in 1607 by Pocahontas is one of the great tales in American history.

John Smith was not, however, saved by Pocahontas. The Indians actually were friendly with him and let him go after four days. In his book *True Relation*, which Smith wrote in 1608, he says Powhatan assured him (Smith) of the Indian's friendship, and gave him food to eat.<sup>1</sup> (Evidence #1)

It wasn't until 1624, when Smith wrote his *Generall Historie of Virginia*, that the first mention of the Pocahontas rescue appeared.<sup>2</sup> (Evidence #2) He obviously made the story up to make himself look good. After all, Pocahontas had become famous in London before her death in the 1620's and Smith could gain some of that popularity by saying that the beautiful Indian had rescued him.

Also, Smith was a constant liar - one cannot trust what he said. For example, he claimed to be involved in wars in Hungary and Transylvania (parts of Europe) against the Turks. But many of the names he mentions in these tales don't exist. For example, there is no evidence to show that the main

## C-4 COLONIES

characters in Smith's story, an English Jesuit, Lord Ebersbaught, Baron Kissell, or Henry Volda, ever existed, Smith claimed that in one of the battles he single-handedly killed and cut off the heads of three Turkish soldiers.<sup>3</sup> (Evidence #3) This is ridiculous!

Smith also wrote often of the many women who fell in love with him, and on at least two other occasions he claimed that beautiful women had rescued him.<sup>4</sup> (Evidence #4)

The biggest point that one has to wonder about is that if such a daring rescue as supposedly happened with Pocahontas did take place, why did Smith not mention it in his book *True Relation*, which was printed only the next year? Did he forget about it? Why, then, did he remember it seventeen years later (in *Generall Historie of Virginia*, 1624)? The answer is that the rescue by Pocahontas never took place. It was made up by a liar who wanted to raise his reputation as an adventurer and ladies man.

### Historian B:

Captain John Smith's rescue in 1607 by Pocahontas is one of the great stories in early American history. Recently, however, some historians have questioned whether the event took place. These historians argue that Smith was a notorious liar who made up the story of the rescue to make himself look better. But these historians are wrong. More recent evidence shows that Smith was not a liar and that the Pocahontas rescue probably happened the way the Captain reported it.

First, while Smith did not mention the rescue in his book *True Relation*, printed in 1608, there are several explanations for this. The editor may have left it out. He said, after all, that there were other parts written by Smith which the editor decided not to include.<sup>1</sup> (Evidence #1,6) Or Smith may not in 1608 have thought the rescue was important enough to mention. So, there may be good reason why Smith failed to mention the incident.

Second, some of Smith's more questionable stories turn out to be very accurate. In his accounts of wars in Hungary and Transylvania (parts of Europe) against the Turks, he talks about people who historians believe didn't exist. But, in fact, they did exist. There was an English Jesuit involved named William Wright. Lord Ebersbaught was Carl Von Herbertsdorf. Baron Kissel was Hanns Khisl. Volda was the noble,

## C-4 COLONIES

Folta. Smith wrote in 1602 that "Volda" completed his twentieth year in military service, which is exactly right. The reason the other historians thought the people Smith mentioned didn't exist is because Smith misspelled so many of their names. <sup>2</sup> (Evidence #5)

A story by Smith which stated that he cut the heads off three Turkish soldiers has also been proven true. A person from that time named Szamoskoezy reported that in a siege on a city, Smith killed the three Turks in duels, exactly the way the Captain described the events.

Smith's accuracy in the wars against the Turks and in other reports show him to be not only a brave fighter and ladies man, but also a truthful and reliable reporter of events. Although we only have Smith's account of the Pocahontas rescue, we can depend on his accuracy as to what happened.

### JOHN SMITH - EVIDENCE

#### Evidence 1

John Smith, *True Relation*, 1608 (Rewritten in modern English)

Arriving at Weramocomoco, their Emperor (Powhatan) was proudly lying upon a bedstead a foot high.... He kindly welcomed me with good words and great platters of food, assuring me of his friendship, and of letting me go within four days.

#### Evidence 2

John Smith, *Generall Historie of Virginia*, 1624 (Rewritten in modern English)

At last the Indians brought me to Meronocomo, where Powhatan their Emperor was. Before a fire upon a seat like a bedstead, he sat covered with a great robe.... Having given me the best food that such barbarous people could offer, a long discussion was held, but the conclusion was, two great stones were brought before Powhatan: then as many Indians as could laid hands on me and dragged their clubs to beat out my brains, Pocahontas, the King's dearest daughter, when no plea for mercy could stop the murder, got my head in her

## C-4 COLONIES

arms, and laid her own head upon mine to save me from death: Whereas the Emperor (Powhatan) was contented that I should live to make him hatchets, and her bells, beads, and copper.

### Evidence 3

Lewis L. Kropf, a Hungarian historian, compared Captain Smith's accounts of his adventures in Europe in the Turkish wars against Hungarian documents about the wars with the Turks. Kropf concluded that the places and the people mentioned in Smith's writing were pure fictions.

### Evidence 4

John Smith wrote that he escaped in a small boat from a band of pirates and was rescued by the beautiful Lady Chanoyes. Another time Smith wrote that some barbarians attacked him. He managed to escape and was nursed back to health by the beautiful Lady Callamata.

### Evidence 5

Laura Polanyi Striker, a historian trained in Hungary, found all the names mentioned by Smith in her study of Hungarian documents. She also found the information about Folta completing his twentieth year of service in 1602.

### Evidence 6

In the introduction of *True Relation*, the publisher said, "Somewhat more was written by Smith, which being as I thought (fit only to be private) I would not venture to make it public (publish it)."

## JOHN SMITH - RELEVANT INFORMATION

1. In *A True Discourse of the Present State of Virginia*, published in 1615, Raphe Hamor (the author) did not mention the Pocahontas incident at all. Hamor was one of the leaders in Jamestown, knew Pocahontas well and refers to her several times in the book.
2. Other people in Jamestown said that Smith and two others were attacked by Indians, the two other killed and Smith held by Powhatan several days. On Smith's return to Jamestown he was arrested for having permitted the loss of his two companions.

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3. In 1609 the following story about the famous explorer De Soto was published. He was supposedly captured by the Indians and brought before their chief:

"By command of Utica (the Indian chief), De Soto was bound hand and foot to four stakes...that he might be burned; but a daughter of the chief pleaded that he might be spared. Though one Christian, she said, might do no good, certainly he could do no harm, and it would be an honor to have one for a captive; to which the father agreed, directing the injuries of De Soto to be healed."

### QUESTION SHEET ON JOHN SMITH

#### Historian A

- 1. What is the main point of historian A?
- A. John Smith was not involved in the Turkish wars.
  - B. John Smith wanted to be famous.
  - C. The *General Historie of Virginia* is inaccurate.
  - D. The Pocahontas rescue never took place.
2. List two pieces of evidence in this argument. Remember, evidence is statements by witnesses, written documents, or objects:
- A.
  - B.
3. Explain why Smith's truthfulness about his adventures in the Turkish wars is so important to whether Pocahontas really rescued him: (Hint: think of other situations where truthfulness is important)
4. Why are the stories in paragraph 4 about the other women rescuing Smith important?

#### Historian B

5. What is the main point of Historian B?
6. List two pieces of evidence in this argument. (statements by witnesses, written documents, objects):
- A.
  - B.

## C-4 COLONIES

7. Why is the report by Szamoskoezy in paragraph 4 important? (Hint: Look in your *Guide to Critical Thinking* under "Evidence". This has to do with one of the main aspects of evidence):

### General Questions

8. Compare Smith's two accounts of his capture in evidence #1 and #2. Look at the factual details. Other than the rescue difference, are the details the same? If they're the same, what does this tell you about Smith? If not, what does it show?
9. Look at the relevant information sheet. How does each piece of information affect your view of whether the Pocahontas incident actually occurred?

| Tends to show that the Pocahontas incident did not occur | Tends to show that the Pocahontas incident did occur | Explain How |
|----------------------------------------------------------|------------------------------------------------------|-------------|
| #1                                                       |                                                      |             |
| #2                                                       |                                                      |             |
| #3                                                       |                                                      |             |

10. You wrote your hypothesis on the first page about whether you think the Pocahontas rescue actually took place. What are two things you could do to help you to better decide? (For example, if you wanted to check to see if a story your friend told you was true, you would ask another friend who was there).

A.  
B.

## C-5A COLONIES

### SALEM WITCHCRAFT TRIALS

#### INTRODUCTION

Did you ever have someone accuse you of doing something wrong which you didn't do, but you got punished for it anyway? What makes people wrongly accuse other people, and what makes the rest of the people listen to the accusers? Well, that's the problem in the Salem Witchcraft Trials in 1692. Some girls accused other people of being witches and enough people believed the girls that 19 people were hanged, one man was pressed to death, and over 150 people were put in jail.

Historians have tried to answer two questions about the witch hysteria: why did the girls start accusing people to begin with, and why did adults believe the girls and punish so many people? This is like the question about why someone is sick, so what kind of problem is it? Proof, Cause and Effect, Sample (Generalization), Comparison (Analogy), or Debating. You are going to be given several points of view by historians that are going to give different answers to these questions.

But first let's go to the original question. Suppose that five kids in school started acting strangely, saying they were choking and feeling all kinds of pains in their bodies. Suppose they told the police that you and four other kids stole a car and took a joy ride the other night. Suppose the police arrested you and you stood trial, but the jury didn't believe you and you were sent to jail. Now, let's answer the two questions:

**Why might the five kids  
accuse you?**

**Why might the adults  
believe them?**

This is similar to what happened in Salem Village in 1692. The overview explains a little of what happened.

## C-5A COLONIES

### SALEM WITCHCRAFT

#### OVERVIEW

In late 1691 some teenage girls gathered at the home of Reverend Samuel Parris in Salem Village to listen to tales of the supernatural from Reverend Parris' slave, Tituba. Starting in December of 1691 and into the spring of 1692 some of the girls began to behave oddly. A doctor was called in and, unable to explain their behavior, he suggested that witchcraft may be causing it. Meanwhile a number of other girls joined the original group and began accusing people from the surrounding area of bewitching them. In the public hearings the girls screamed and went through contortions as they pointed out their tormentors. A sense of hysteria gripped the whole colony. A special court was called to try the cases. Before the hysteria died down in the autumn of 1692, nineteen persons had been hanged and one man had been pressed to death. Before they were pardoned, eight others were under sentence of death, fifty awaited sentence, and 150 were in jail awaiting trial.

Salem Village is in the present location of Danvers. In 1692 it was part of, in some respects, Salem Town, which is Salem today. However, in some other respects Salem Village was independent from Salem Town. When the witchcraft cases were tried in court they were tried in Salem Town.

The court which tried the witchcraft cases was a special court set up by the governor of Massachusetts. The judges were political leaders appointed by the governor - none of the judges was a minister.

Almost everyone in the 1600's believed in witchcraft. Probably a half million people were killed as alleged witches in England alone between 1300 and 1600. The common belief about witchcraft was that someone became a witch by signing the Devil's book. He or she would then go to black masses where, among other things, Christian prayers were said backwards. This is why a witch was not supposed to be able to say the Lord's Prayer without making a mistake. Witches also had a "familiar," such as a cat or dog, which was a messenger from the Devil. On the witch's body was something called a "Devil's Mark," a spot where the Devil or a familiar sucked the blood of the witch (thereby feeding on the soul of the witch). Thus accused witches were examined for the Devil's Mark.

## C-5 A COLONIES

### INTRODUCTORY EXERCISE

Suppose a newspaper reporter who didn't see it is writing an article about your team's hockey game with Central High. (The newspaper reporter is like a historian). To get his information for the article the reporter called the hockey rink to get the score and talked with your coach to get his views on the game. The article said:

#### Superior Skating Leads to Frumptown Ice Victory

"Frumptown High School posted an exciting 3-2 victory over a tough Central High hockey team last night. Frumptown won the close game through better skating. Coach Jones of Frumptown stated, 'We were lucky to win. They're a hard hitting club, but we outskated them.' Coach Jones was pleased with his team's performance."

- 1. What is the main point of the reading?
  - A. Frumptown won the game.
  - B. Frumptown won because it has a better team.
  - C. Frumptown won because it skated better.
  - D. Coach Jones was pleased with his team's performance.
- 2. What is a value word? (A value word makes a judgment such as good, bad, etc.)
  - A. Exciting
  - B. Game
  - C. Team
  - D. Performance
- 3. Which is evidence in the reading? (Evidence is statements by witnesses, documents, or other objects, used to support an argument).
  - A. Frumptown won the game.
  - B. Frumptown skated better.
  - C. Coach Jones said 'we outskated them.'
  - D. Frumptown has the better team.
- 4. Suppose the reporter stated that according to the officials at the hockey rink the score was 3-2, Frumptown won. Would this be evidence? Write "yes" or "no".

## C-5A COLONIES

### RELEVANT INFORMATION

1. One of the most important ministers in Massachusetts, Increase Mather, preached a sermon in 1692 in which he said innocent people were being killed. He said that the court should not believe some evidence. He criticized the trials and tried to protect the rights of the accused witches.
2. There were disputes between neighbors which helped cause several earlier witchcraft trials.
3. In most cases in the Salem Witchcraft Trials, the accuser and the accused person did not know each other well and did not live right next to each other.
4. Reverend Samuel Willard is believed to have written a pamphlet in 1692 in which he spoke out against the Salem Trials. He felt innocent people were being accused and he called the accusers "liars."
5. On June 15, 1692, a group of Boston ministers sent a letter asking that evidence be used very carefully in the trials. They didn't want the trials to go overboard. They wanted to protect innocent people.
6. Some of the people who were accused of witchcraft and some of the people who were hanged for it lived in Salem Village, but most of the accused lived outside of Salem Village.
7. In 1720 three sisters in Littleton, Massachusetts, claimed that a witch in town was causing them headaches. There was no trial, and in 1728 the oldest sister admitted that the girls had made up the story to get attention. She said they had picked the woman whom they had accused at random (they picked the first person they thought of).

### HISTORIANS' VIEWPOINTS

#### Historian A

The Salem witch hysteria of 1692 started when a few girls in Salem Village accused some adults of being witches. But it was the ministers who deserve most of the blame for keeping the trails going and of needlessly killing these people. First, the ministers set up the situation by preaching about the Devil and getting people to think that there was a devil under every bush. Then, when the girls started accusing people the ministers didn't do anything to stop it. The people in Salem were afraid of the witches that the ministers said were around.

### C-5 A COLONIES

They knew that the ministers were letting the trials go on, so they just kept on accusing each other and the hysteria spread. This is just what the ministers wanted because it made the people more dependent on them, and so it increased the ministers' power in Salem and Massachusetts.

Historian B

The Salem witch hysteria began when several girls accused some other people of being witches. The main reason that the girls were believed and that the hysteria spread was because there were so many disputes (disagreements) in the Village between neighbors. Neighbors would come in and selfishly testify against people that they didn't like or with whom they were having a quarrel. For example, John Putnam stated that George Burroughs helped cause his wife's death. Another example is John Bly and his wife, who testified against Bridget Bishop. The Blys had had a dispute with Mrs. Bishop about a hog. They testified that she bewitched the pig.

These people as well as many others had reasons to accuse people of witchcraft to get even with them.

Historian C

The Salem witch hysteria of 1692 began when teenage girls gathered at Reverend Parris's home and spent the long winter evenings practicing magic and listening to stories of witchcraft with Tituba, Reverend Parris's West Indian slave. The adults in Salem Village didn't tell the girls to stop, but rather said the girls were bewitched (under the spell of witches). This encouraged the girls to go on with their weird behavior.

The girls probably did not mean to hurt anyone at first, but adults kept asking who bewitched them. The girls accused three people - Sarah Good, Sarah Osburn, and Tituba. The adults in the Village believed them. With all this attention, the girls felt pretty important. They turned their dull lives in Puritan society into pure excitement for a while. Also, with all eyes on them, the girls couldn't stop accusing people and say they had made everything up. They would be hated by everyone and they'd be punished for falsely accusing people. So they kept on accusing people. In this way, what started out

## C-5 A COLONIES

as a harmless game by a few girls for some excitement turned into a terrible tragedy in which a number of people were killed and hundreds of others were arrested.

Historian D

The main reason why the girls in Salem Village started acting strangely in 1692 was because they ate rye bread which caused them a lot of pain and made them hallucinate. The rye bread was infected with a fungus which caused ergot poisoning and the symptoms of ergot poisoning are the same as those the girls say they had: choking; painful, itchy skin; visions or hallucinations; and so forth. The land on which the rye was grown which most of the girls ate was perfect for ergot growth (several of the girls ate bread from the Putnam farm, which was reported in records to be swampy lowlands), as was the weather in 1692. Several diaries from the Village report that the weather in 1691 was warm and rainy which is ideal for ergot growth. Also, women and children have been more susceptible to ergot poisoning in some epidemics, and it was female teenagers who were afflicted by the symptoms in 1692.

## QUESTIONS FOR HISTORIANS

### HISTORIAN A

- 1. What is the main point of this reading?
- A. The girl's evidence should not have been allowed in the Salem Witch Trials.
  - B. The primary cause of the hysteria was the minister's actions in preaching about the Devil and in not stopping the hysteria.
  - C. The religious leaders knew they were losing control of the colony and wanted to regain power.
  - D. The witch hysteria helped the religious leaders to regain control of the colony.

## C-5A COLONIES

2. Look at the relevant information sheet. On the chart below check off whether each piece of information tends to prove, disprove, or is irrelevant to Historian A's argument.

| Relevant Information | Prove | Disprove | Irrelevant | Explain how it proves or disproves (You don't have to explain irrelevant) |
|----------------------|-------|----------|------------|---------------------------------------------------------------------------|
| #1                   |       |          |            |                                                                           |
| #2                   |       |          |            |                                                                           |
| #3                   |       |          |            |                                                                           |
| #4                   |       |          |            |                                                                           |
| #5                   |       |          |            |                                                                           |
| #6                   |       |          |            |                                                                           |
| #7                   |       |          |            |                                                                           |

3. What is an assumption in this reading? (An assumption is something which is assumed to be true, it is not proven).
- A. The girls' evidence was used in court.
  - B. The girls accused some other people.
  - C. The accused people should not have been killed.
  - D. Other people were accused of being witches.

## C-5 A COLONIES

4. What evidence is offered by Historian A to back up his argument? Evidence is information (statements by witnesses, documents, or other objects) used to support an argument.
- A. When the witch hysteria started.
  - B. The clergymen took the girls seriously.
  - C. The clergymen had something to gain by continuing the Trials.
  - D. No evidence is offered by Historian A.
5. How strong is Historian A's argument?
- A. It is very strong - he backs it up well with evidence.
  - B. It is not bad - we should consider that it might be true and study it further.
  - C. It is weak - there isn't enough evidence to back it up.
  - D. It is disproven by the givens.

## HISTORIAN B

1. What is the main point of Historian B?
- A. The main cause of the witch hysteria was because adults interpreted the girls' fits as the work of the Devil.
  - B. The girls should not have been believed.
  - C. The main cause of the witch hysteria was the many disputes between neighbors in the Village.
  - D. The girls' wild behavior was very unusual.
2. Look at the relevant information sheet. There are three pieces of information that tend to prove or disprove Historian B's argument. On the lines below write the number of the evidence and whether it tends to prove or disprove.

| Evidence # which is related to Historian B's argument: | Does it tend to prove or disprove Historian B's argument? (Write "prove" or "disprove"). |
|--------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1.                                                     | 1.                                                                                       |
| 2.                                                     | 2.                                                                                       |
| 3.                                                     | 3.                                                                                       |

### C-5 A COLONIES

3. What is a value word in this argument? (A value word makes a judgment, such as good or bad).  
A. People            C. Testifying  
B. Spread           D. Selfishly
4. Which is evidence offered by Historian B?  
A. Several girls accused other people of being witches.  
B. There were disputes between neighbors.  
C. John Putnam said George Burroughs helped cause his wife's death.  
D. Many other people had reasons to accuse people of witchcraft to get even with them.
5. In the second and third sentences the historian argues about the cause of witchcraft trials. This is cause and effect reasoning. However, it is also sample (generalization) reasoning. ("Most of the accusers had disputes with the people they accused"). How good is the historian's sample?  
A. Very Good            C. Not too good  
B. Pretty Good          D. Not good at all

### HISTORIAN C

1. What is the main point of Historian C?  
A. The main cause of the witch hysteria was the boredom of the teenage girls.  
B. The witch hysteria was not good for the colony.  
C. When the girls found they were the center of attention, they felt very important.  
D. When the girls started acting strangely they found that it was exciting.
2. What evidence is offered by Historian C to back up his argument? (Evidence is information (statements by witnesses, documents, or other objects) used to support an argument.)  
A. The girls were bored.  
B. The girls didn't have anything else to do, so they wanted excitement  
C. The girls acted strangely.  
D. Adults soon believed the girls.  
E. No evidence is offered by Historian C.

### C-5 A COLONIES

3. One of the pieces of relevant information tends to prove or disprove Historian C's argument. Write the number of the information and either "prove" or "disprove".
  
4. How strong is Historian C's argument?
  - A. It is very strong - he back it up well with evidence.
  - B. It is not bad - we should consider that it might be true and study it further.
  - C. It is weak - there isn't enough evidence to back it up.
  - D. It is disproven by the givens.

## C-5 A COLONIES

### HISTORIAN D

- 1. What is the main point of Historian D?
  - A. The land was perfect for the growth of ergot fungus.
  - B. The weather conditions in 1691 favored the growth of the ergot fungus.
  - C. The girls got ergot poisoning, leading to the witch hysteria.
  - D. The afflicted girls hallucinated from ergot poisoning similar to LSD trips.
  
- 2. What evidence is offered by Historian D to back up his argument? (Evidence is information (statements by witnesses, documents, or other objects) used to support an argument.)
  - A. The girls hallucinated.
  - B. Diaries from the village reported warm, rainy weather in 1691.
  - C. Women and children have been more susceptible to ergot poisoning.
  - D. No evidence is offered by Historian D.
  
- 3. How strong is Historian D's argument?
  - A. It is very strong - he backs it up well with evidence.
  - B. It is not bad - we should consider that it might be true and study it further.
  - C. It is weak - there isn't enough evidence to back it up.
  - D. It is disproven by the givens.
  
- 4. One of the standards of excellence in history is that a historian should back up his arguments well with evidence which he has studied carefully. Therefore, arguments with better evidence which has been carefully examined are stronger arguments. By this standard, which of these four arguments or theories about the Salem witch hysteria is the strongest? (Remember, this doesn't mean it is true or that it will never be replaced by a better argument. It just means it is the strongest of these four arguments.)
  - A. Historian A
  - B. Historian B
  - C. Historian C
  - D. Historian D

## C-5 A COLONIES

### WORKSHEET - SUPPOSE YOU FOUND NEW INFORMATION

1. Suppose you were a historian and you found the following information on the Salem Witchcraft Trials. Write down the view to which each piece of information would relate most directly and then write how it would affect that view (would it strengthen it or weaken it?). The first one is done for you.

| Suppose you found:                                                                                                                               | View it relates to | Strengthens or weakens it?                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------|
| 1. A letter by a group of clergymen stating that they oppose the trials.                                                                         | <b>Historian A</b> | <b>Weakens</b> (It shows that some clergymen tried to slow down or stop the trials. |
| 2. In outbreaks of ergot poisoning in Europe, everyone who ate rye bread in a family got the symptoms of ergotism, not just a few teenagers.     |                    |                                                                                     |
| 3. Numerous 16th century English people afflicted with the same symptoms as the Salem girls later confessed that they had faked the convulsions. |                    |                                                                                     |
| 4. One of the afflicted girls said at one point to the judges in regard to her accusations "I must have some sport (fun)...."                    |                    |                                                                                     |

## C-5 A COLONIES

|                                                                                                                                                                                                                                                                                           |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>George Jacob was accused of witchcraft and hanged on August 19th. Previously he had had a disagreement with Nathaniel Putnam about several horses which Mr. Jacob may accidentally have caused to drown. The Putnams were one of the leading families on the side of the accusers.</p> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

### II. Evidence evaluation :

#### A. For evidence #4:

1. Does the author have a reason to distort (yes or no)?
2. Is it a public or private statement? \_\_\_\_\_
3. Is it a primary or secondary source? \_\_\_\_\_
4. Is there other evidence (witnesses or statements) which report the information?

#### FILM: "THE WITCHES OF SALEM"

The two questions in the Salem witch hysteria of 1692 which historians have tried to answer are: 1. Why did the girls start accusing people to begin with? and 2. Why did adults believe the girls and punish so many people? So the historical problem of the Salem Witch Trials is mainly one of cause and effect. You have seen four historians' views of what caused the hysteria. These are:

Historian A (clergymen) - The clergymen mainly caused the hysteria.

Historian B (disputes) - The many disputes between neighbors mainly caused the hysteria.

Historian C (boredom) - The main cause of the hysteria was the boredom of the girls.

Historian D (rye bread) - The main cause of the hysteria was ergot poisoning.

## C-5 A COLONIES

Now you're going to watch a film about the Salem Witch Trials. During the film, watch for parts which seem to show the points of view of the four historians above. That is, if you see someone in the film eat some rye bread and then go nuts and accuse people of witchcraft, then you would write down that the film supports Historian D. What we're trying to figure out is: What is the point of view of the people (historians) who wrote the film?

| VIEWPOINT:                 | Film supports<br>(Put a check<br>each time the<br>film supports it) | Explain first<br>point which<br>supports this<br>point of view | Explain sec-<br>ond point<br>which sup-<br>ports this<br>point of view |
|----------------------------|---------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------|
| Historian A<br>(clergymen) |                                                                     |                                                                |                                                                        |
| Historian B<br>(disputes)  |                                                                     |                                                                |                                                                        |
| Historian C<br>(boredom)   |                                                                     |                                                                |                                                                        |
| Historian D<br>(rye bread) |                                                                     |                                                                |                                                                        |

How strong was this film? Did it have a lot of evidence to back up its point of view? Were there parts of the film which the film-makers really couldn't have known? (These are called inferences).

## C-5 A COLONIES

### HISTORIAN E

Other historians are wrong in how they have viewed the Salem Witch Trials of 1692. They assume that: (1) there was no witchcraft practiced in Salem; (2) the girls lied in accusing other people; (3) the ministers caused the Trials by whipping the people into "mass hysteria" with their sermons; (4) the killing of people for witchcraft only happened at Salem, Massachusetts. The facts show that these common assumptions are wrong.

First, witchcraft was practiced in Salem, as it was throughout the world, in 1692. About fifty people in the Salem Trials confessed to being witches. Tituba, the slave who probably started the girls going crazy and accusing other people of witchcraft, confessed to being a witch. She said that the Devil had come to her in the shape of a man - a tall man in black, with white hair. He had shown her a book and she had made a mark in it, a mark that was "red like blood". Sometimes the man in black had brought four witches with him - Sarah Good and Sarah Osburn and two women from Boston whose names she did not know - and they had forced her to go with them and afflict the girls.

Bridget Bishop was another person in Salem who practiced witchcraft. Many people in the village believed she did and two men testified in court that they found in her house several puppets made of rags and hogs' bristles with headless pins in them with the points sticking outward. This was a common procedure for witchcraft in the 1600's. Bridget Bishop could make no reasonable reply to these charges in court.

The slave, Candy, confessed to being a witch and brought her puppets to court when asked how she afflicted the girls.

At least six people testified that Margaret Rule, who was afflicted, was lifted out of her bed "by an invisible force" so that none of her body rested either on the bed or any other other support (levitation).

There is no question that witchcraft was practiced in Salem in 1692. More importantly, almost everyone in Salem, and in the world in 1692, believed in witchcraft, and people who believe in witchcraft can be afflicted by it.

Second, although some of the girls may have lied in accusing other people, most of them did not lie. What actually happened was that the girls were hysterical in the medical sense of that term. (Hysterical means that a person is in a

## C-5A COLONIES

mental state of mind which causes certain symptoms - like pain or convulsions. That is, the person suffers the physical pain because of his/her mental state.)

Witnesses repeatedly said that the girls' fits were so grotesque and so violent that they could not possibly be acting. For example, the Reverend John Hale, of Beverly wrote, "Their arms, necks, and backs were turned this way and that way so as it was impossible for them to do of themselves, and beyond the power of any epileptic fits, or natural disease to effect." The symptoms the girls had, moreover, were the same symptoms which psychologists identified for typical hysterics - pain in the legs, then other organs, then choking in the throat, for example.

Third, the ministers did not whip the people into "mass hysteria" which then led to the Trials. Rather, the ministers tried to control the Trials from the beginning. It is well to remember that the Trials were held by governmental authorities, not ministers. Before anyone was executed, Cotton Mather, a leading clergyman in Massachusetts, suggested that the afflicted people be cured by prayer, and that the court had to be very careful about what evidence it allowed so that no innocent people would be executed. Later, in another letter, several Boston ministers questioned the evidence used by the court to convict people.

The fourth point assumed by other historians is that witchcraft executions only occurred in Salem. In fact, thousands of people were killed for witchcraft in Europe before and during this time period. For example, 900 accused witches were burned in one German city and 5,000 were burned in one province alone.

It is clear that historians have been wrong in their views of the Salem Witch Trials of 1692. The evidence shows that witchcraft really was practiced in Salem and it really affected people. Second, the girls did not lie in accusing others. Rather they were medically hysterical, thinking they were being attacked by witches. Third, the ministers did not cause the Trials. Rather they tried to correct the abuses of the Trials. Fourth, Salem was by no means unique in killing people for witchcraft. This new evidence helps us to understand the Trials as they really were.

**C-5 A COLONIES**  
**QUESTIONS FOR HISTORIAN E**

- \_\_\_ 1. What is the main point of this reading?
- A. Other historians have been wrong in criticizing the Witchcraft Trials so much; witchcraft really was being practiced in Salem.
  - B. Bridget Bishop practiced witchcraft, so the people were right in accusing her of witchcraft.
  - C. The ministers did not cause the Trials.
  - D. Salem was not the only place in the world that executed people for witchcraft at that time.
- \_\_\_ 2. Look at the relevant information sheet. Relevant information is related to Historian E's argument. There are two other pieces of relevant information related to Historian E's argument. Write the two numbers on the line here.
- \_\_\_ 3. These two pieces of information that you wrote on the line next to question #2 either tend to prove or disprove part of Historian E's argument. Which is it? Write "prove" or "disprove" on the line.
- \_\_\_ 4. What is an assumption in this reading? (An assumption is something which is assumed to be true, it is not proven. It is not stated).
- A. Witchcraft was practiced in Salem.
  - B. The afflicted girls were hysterical - they weren't lying.
  - C. Some of the 50 people who confessed to being witches were really witches.
  - D. Thousands of people were killed for witchcraft in Europe before and during this time period.
- \_\_\_ 5. In which of the following paragraphs does Historian E offer evidence to support his arguments? Write "evidence" or "no evidence". (Evidence is statements by witnesses or documents used to support an argument).
- \_\_\_ A. Paragraph 1 - "Other historians..."
  - \_\_\_ B. Paragraph 2 - "First, witchcraft..."
  - \_\_\_ C. Paragraph 3 - "Bridget Bishop..."
  - \_\_\_ D. Paragraph 4 - "The slave..."
  - \_\_\_ E. Paragraph 5 - "At last..."

### C-5 A COLONIES

- 5. How strong is Historian E's argument?
- A. It is very strong - he backs it up well with evidence.
  - B. It is not bad - we should consider that it might be true and study it further.
  - C. It is weak - there isn't enough evidence to back it up.
  - D. It is disproven by the givens.
7. Look at question #4 for Historian D. It says that one of the standards of excellence in history is backing up arguments well with evidence. We've seen that both Historians D and E do this. But which of these views is stronger? Write "D" "E" on the line.
8. Suppose you decided to study the Witch Trials further and you found this additional information. Which would support Historian E's view, which would tend to disprove it, and which would be irrelevant? Write the letter of the correct answer:
- A. Support    B. Disprove    C. Irrelevant
- a. Samuel Parris, the clergyman from Salem Village, preached several sermons in 1692 on the necessity of finding and executing witches.
- b. People were executed for witchcraft in other towns in Massachusetts before 1692.
- c. Tituba was great at making up stories. When she was nervous, she'd say the first thing she thought of.
- d. Cotton Mather, the famous minister from Boston, wrote a book in October, 1692 called *The Wonders of the Invisible World*. In the book he defended the judges of the Trials and called some of the accused people nasty names.
- e. Reverend John Hale traveled several times from Beverly to Salem Town.
9. What kind of reasoning is Historian E using in the first paragraph? (Hint: the first two words tell you what it is).
- A. Proof                      C. Sample                      E. Debating
  - B. Cause and Effect    D. Comparison
10. What is a possible fallacy in the first paragraph? Look in the *Guide* under "fallacies" under the kind of reasoning you put for question 9, above: Write in the fallacy or write "none".

## C-5 A COLONIES

### SALEM WITCHCRAFT ESSAYS

#### WORKSHEET

Below is a main point followed by several statements. Label the statements as: "A" - **arguments** that support (help prove) the main point; "I" - **information** which does not help prove the main point, but just explains what happened in the trials; "E" - evidence which supports an argument and the main point.

#### I. Main Point:

**"The main cause of the Salem Witchcraft Trials was that witchcraft really was practiced in the village."**

- \_\_\_ 1. Goody Bishop had puppets, like those which were commonly used in witchcraft.
- \_\_\_ 2. The witchcraft practiced at that time was like voodoo.
- \_\_\_ 3. People signed the Devil's book to become a witch.
- \_\_\_ 4. Six people said they saw a person levitate (levitation is thought to be a sign of witchcraft).
- \_\_\_ 5. Several people confessed to being witches.
- \_\_\_ 6. Tituba got the whole hysteria going because the girls believed her.
- \_\_\_ 7. One person levitated (a sign of witchcraft).

#### II. Main Point:

**"The main cause of the Salem Witchcraft Trials was that the girls were bored, and accused other people of witchcraft just to get some attention."**

- \_\_\_ 1. The girls named anyone in the community.
- \_\_\_ 2. Tituba told the girls stories.
- \_\_\_ 3. Puritans repressed normal teenage desires, so naturally the girls rebelled.
- \_\_\_ 4. Tituba admitted in court that her father was a witch doctor.
- \_\_\_ 5. Teenagers who are bored normally do strange things to get attention.
- \_\_\_ 6. The girls were bored.
- \_\_\_ 7. The girls started acting crazy and saying other people were afflicting them.

**C-5 A COLONIES**  
**SALEM WITCHCRAFT**  
**OUTLINE OF ARGUMENT**  
**HISTORIAN A**

Main Point:

**"The main cause of the witch hysteria was because the ministers encouraged it."**

Argument #1: Ministers got people fearful about the Devil.

Argument #2: Ministers did not stop the Trials.

Argument #3: Ministers had a motive (reason) to encourage the Trials to make the people turn more to the clergy-men to save them from the Devil.

Now, write the outline of your argument below:

Main point:

Argument #1:

Argument #2:

Argument #3:

## R-1 REVOLUTION

A. Using the attached information chart, what questions would you ask of someone who said the following:

1. "A key reason why the colonists won the American Revolution was they were fighting on their own soil and had more reason to fight."

Question:

2. "The British won the French and Indian War mainly because they had a larger navy."

Question:

3. "The colonists won the American Revolution because they had better military leaders."

Question:

4. "The country with the larger population wins the wars."

Question:

5. "The North won the Civil War because it was more advanced industrially."

Question:

B. What flaws do you see in the chart and in using it in this way?

C. How useful do you think historical analogies, such as these, are? Are they different from those used in science?

## R-1 REVOLUTION

Suppose that the following information is true:

| Fr. and Indian | Am. Rev. | Civil War | Winners had(W)<br>or<br>Losers had (L) |
|----------------|----------|-----------|----------------------------------------|
| W              | L        | W         | Larger population                      |
| W              | L        | W         | Larger navy                            |
| L              | L        | W         | More centralized government            |
| L              | W        | L         | Better military leaders                |
| W              | W        | ?         | More representative government         |
| W              | W        | W         | Better economy                         |
| L              | L        | W         | Less racially-mixed population         |
| L              | W        | W         | Fewer internal problems                |
| L              | W        | W         | More powerful allies helping it        |
| W              | L        | W         | More advanced industrially             |
| N              | W        | L         | The home field advantage               |
| L              | L        | W         | Larger army                            |
| N              | W        | L         | More reason to fight                   |

Key: W = Winner

L = Loser

? = Too close to decide  
or impossible to answer

N = Neither

## R-2 REVOLUTION

Separate the following statements into the factual part and the values part. Then decide whether you agree or disagree with the value statement.

1. "The British were justified in raising taxes on the colonists after 1763 because they had to pay off the debt from the French and Indian War - a war to defend the Colonists."

Factual -

Values -

Agree/Disagree & Why -

2. "The British government repeatedly did not respond to the protests of the colonists. So the colonists had the right to overthrow it."

Factual -

Values -

Agree/Disagree & Why -

3. "The Colonists were wrong to destroy the British tea in Boston Harbor. The British had to take stern measures after that."

Factual -

Values -

Agree/Disagree & Why -

### R-3A REVOLUTION

- A. When your sister comes in you ask her why she wore your clothes. She says she didn't have anything to wear so it was either wear your clothes or not go out. And since she wanted to go out, she thought it was all right to wear your clothes.
- \_\_\_ 1. What is the conclusion? (Where can you put "therefore"?)
- A. She didn't have anything to wear.
  - B. She couldn't go out with lousy clothes.
  - C. It was all right to wear your clothes.
  - D. She wanted to go out.
  - E. Please don't beat me up.
- \_\_\_ 2. What kind of argument is this?
- A. Evidence (proof) - Mom, I mowed the grass so I can go out.
  - B. Cause and Effect - Why is Jenny sick?
  - C. Sample (Generalization) - Is it a bag full of paperclips?
  - D. Comparison (Analogy) - Harry's a better driver - his time was lower.
  - E. Debating - Harry's argument is weak because...
3. What would you say (not do) to your sister?
- B. "Either the colonists had to let the British dominate them completely or they had to revolt. Since they couldn't stand to be dominated they had to revolt."
- \_\_\_ 4. What is the conclusion? ("therefore")
- A. The colonists had to let the British dominate them.
  - B. They couldn't stand to be dominated.
  - C. They had to revolt.
  - D. The colonists were wrong to revolt.
- \_\_\_ 5. What kind of argument is this?
- A. Proof
  - B. Cause and Effect
  - C. Sample (Generalization)
  - D. Comparison (Analogy)
  - E. Debating
- \_\_\_ 6. What is a possible error (fallacy) in this argument?
- A. Hasty generalization
  - C. Numbers
  - E. No error
  - B. Either/Or
  - D. Ad Hominem

### R-3A REVOLUTION

- C. "(I) The colonists threw tea into Boston Harbor which destroyed property. (II) Destroying property is wrong. (III) So, the colonists were wrong."

Rewrite this argument into logic form. If you need more help, look at the worksheet E-1 or in the *Guide to Critical Thinking* under **conclusions**:

7. Premise:

8. Premise:

9. Conclusion:

- D. "(I) It was the colonial merchants who were the key leaders of the American Revolution. (II) It was the merchants who organized many of the protests and who used their money to buy weapons to fight the British."

Rewrite this argument into logic form. One part is filled in for you. If you need more help, look at the worksheet E-1 or in the *Guide to Critical Thinking* under **conclusions**;

10. Premise:

11. Premise: People who organize many protests and who use their money to help fight are the key leaders of revolutions.

12. Conclusion:

### R-3B REVOLUTION

- A. "Those American historians who feel the Colonists were not justified in revolutionary actions against England should ask themselves this question: 'Would they want to live under English rule?'"

1. Premise:
2. Conclusion:
3. What is a possible fallacy (or none)?
4. What type of reasoning is this?

A. Analogy (Comparison) C. Cause and Effect  
B. Generalization (Sample) D. Proof E. Debating

- B. "(I) Either the colonists had to submit to British tyranny against them (II) or they had to revolt. (III) Obviously, revolution was unavoidable."

5. The conclusion is:  
A. I C. The colonists had to revolt.  
B. II D. The colonists shouldn't have revolted.

6. What type of reasoning is this?  
A. Analogy C. Cause and Effect E. Debating  
B. Generalization D. Proof

7. What is a possible fallacy in this argument?  
A. Hasty generalization C. Numbers E. No error  
B. Either/Or D. Ad Hominem

- C. "(I) The Colonists threw tea into Boston Harbor which destroyed property. (II) Destroying property is wrong. (III) So, the colonists were wrong."

8. Premise:
9. Premise:
10. Conclusion:

- D. "(I) It was the colonial merchants who were the key leaders of the American Revolution. (II) It was the merchants who organized many of the protests and who used their money to buy weapons to fight the British."

11. Premise:
12. Premise (Unstated):
13. Conclusion:

## R-4 REVOLUTION

Thirty-four colonial militiamen submitted this sworn deposition to the Justices of the Peace in Middlesex County:

Lexington, April 25, 1775

We, Nathaniel Mullekin, Philip Russell, Moses Harrington, Junior Thomas and Daniel Harrington, William Grimer, William Tidd, Isaac Hastings, Jones Stone, Jr., James Wyman, Thaddeus Harrington, John Chandler, Joshua Reed, Jr., Joseph Simonds, Phineas Smith, John Chandler, Jun., Reuben Lock, Joel Viles, Nathan Reed, Samuel Tidd, Benjamin Lock, Thomas Winship, Simeon Snow, John Smith, Moses Harrington the third, Joshua Reed, Ebenezer Parker, John Harrington, Enoch Willington, John Hosmer, Isaac Green, Phineas Sterns, Isaac Durant, and Thomas Headly, Jr., all of lawful age, and inhabitants of Lexington, in the County of Middlesex, and Colony of the Massachusetts-Bay, in New England, do testify and declare, that on the nineteenth of April instant, about one or two o'clock in the morning, being informed that several officers of the Regulars (British) had, the evening before, been riding up and down the road, and had detained and insulted the inhabitants passing the same, and also understanding that a body of Regulars were marching from Boston towards Concord with intent (as it was supposed) to take the stores (military supplies) belonging to the Colony in that town, we were alarmed; and having met at the place of our Company's parade, were dismissed by our captain, John Parker, for the present, with orders to be ready to attend at the beat of the drum. We further testify and declare, that about five o'clock in the morning, hearing our drum beat, we proceeded towards the parade, and soon found that a large body of (British) Troops were marching towards us. Some of our Company were coming up to the parade, and others had reached it; at which time the Company began to disperse. Whilst our backs were turned on the Troops we were fired on by them, and a number of our men were instantly killed and wounded. Not a gun was fired by any person in our Company on the Regulars, to our knowledge, before they fired on us, and they continued firing until we had all made our escape.

## R-4 REVOLUTION

A. Fill in the evidence checklist for this document:

|                                                                                                   | Yes | No |
|---------------------------------------------------------------------------------------------------|-----|----|
| 1. Does the author's frame of reference lead him to distort what he sees?                         |     |    |
| 2. Does the author have a reason to lie or distort to protect himself?                            |     |    |
| 3. Was the document to be public? Is the author writing to convince someone, justify his actions? |     |    |
| 4. Was the author in a poor position to observe the things he describes?                          |     |    |
| 5. Is this a second-hand report (secondary source) of what the author saw?                        |     |    |
| 6. Was this report written a long time after the event (observation)?                             |     |    |
| 7. Is this the only observation of this event with this point of view?                            |     |    |
| 8. Is this document a forgery?                                                                    |     |    |

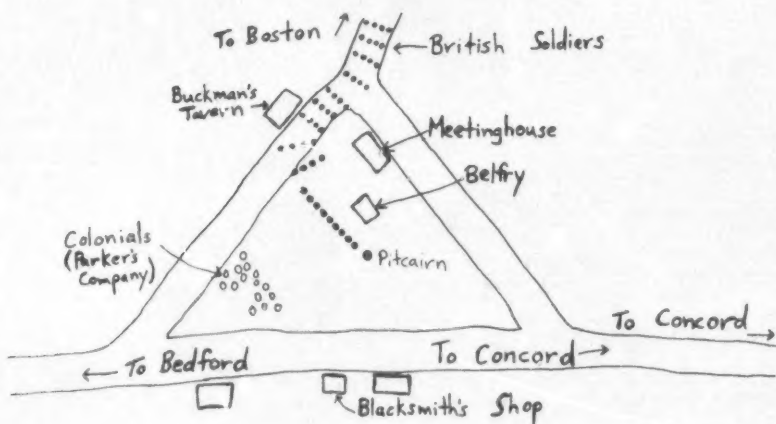
- B. What is an inference in this document?
- C. What is one value word in this document?
- D. How reliable is this document in assessing who fired the first shot at Lexington Green?
- E. How would this evidence be different if there were 34 separate statements submitted by these men about the events at Lexington Green?
- F. Suppose you were a historian. How could you further check on the worthiness of this document?

## R-5 REVOLUTION

On the following pages there are several pictures of the Battle of Lexington. Think of the pictures as arguments about how the Battle went. Using the relevant information below, you are to fill in information about the pictures.

### Relevant Information:

1. The Battle took place around sunrise on April 19, 1775.
2. Evidence indicates that the British had a few (maybe three or four) wounded (one of which was Major Pitcairn's horse), and none killed.
3. Muskets were very inaccurate weapons.
4. The colonists had eight men killed and ten wounded.
5. Lexington Green, April 19, 1775.



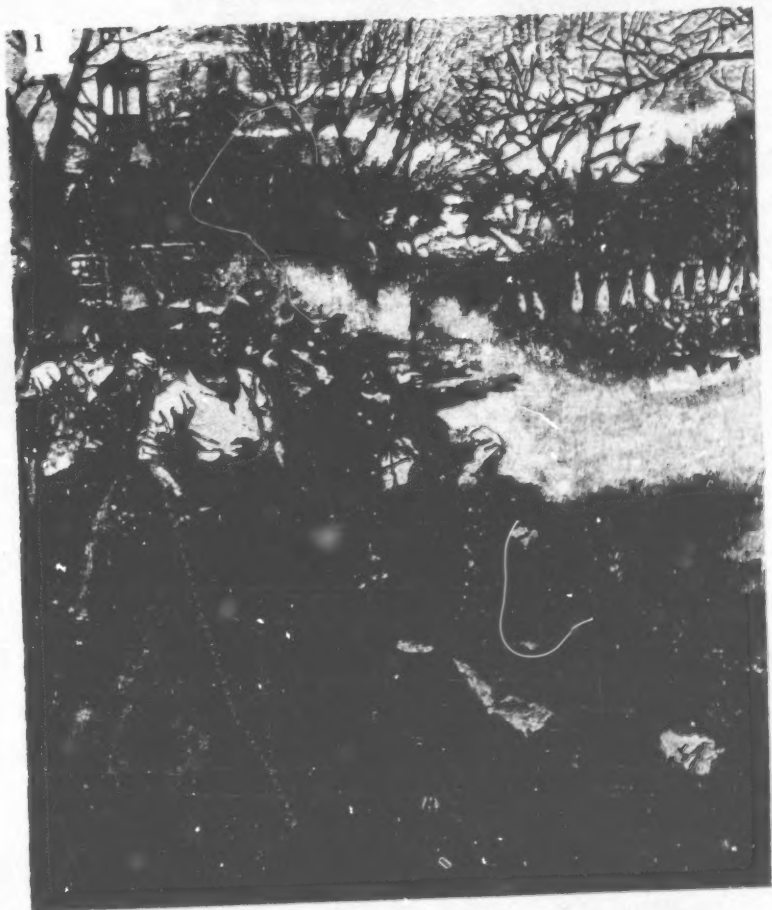
## R-5 REVOLUTION

A.

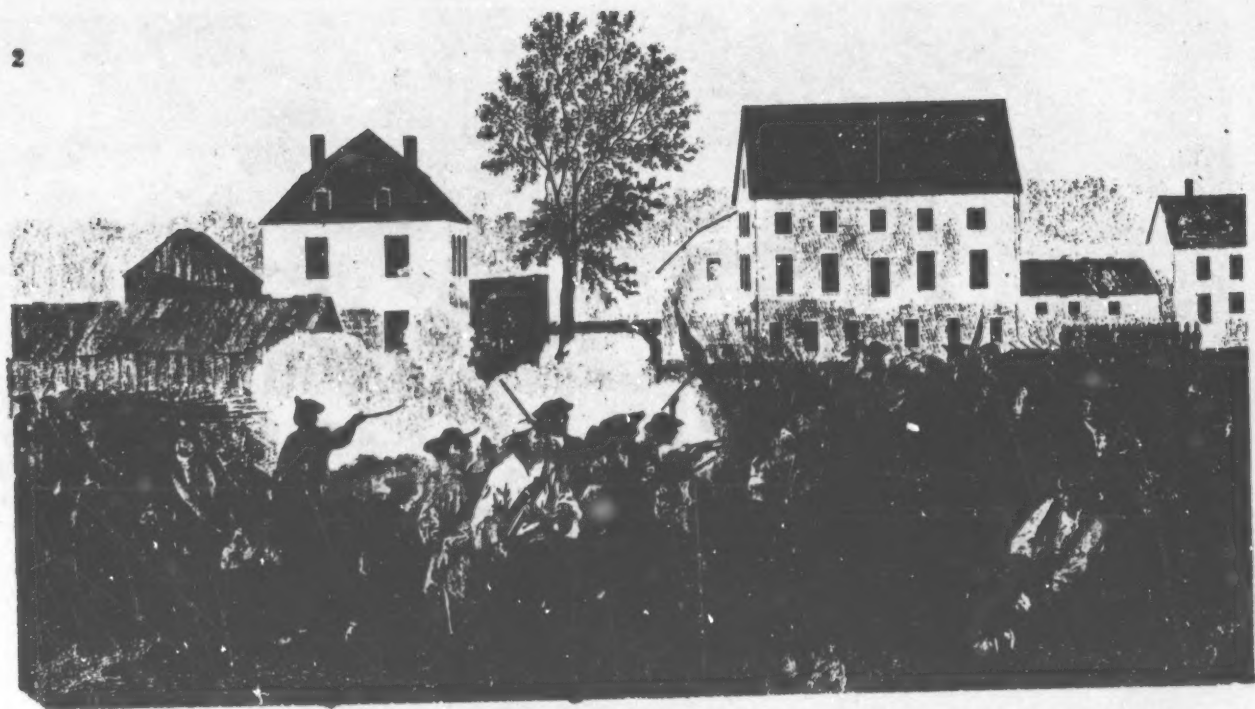
| Picture Number | Author, Pro-British or Pro-Colonist? Why? | Guess when painted? | Any Inaccuracies? Does it seem accurate? |
|----------------|-------------------------------------------|---------------------|------------------------------------------|
| 1              |                                           |                     |                                          |
| 2              |                                           |                     |                                          |
| 3              |                                           |                     |                                          |
| 4              |                                           |                     |                                          |
| 5              |                                           |                     |                                          |

B. Which of these pictures seems to be most accurate? Why?

9



2



76

80

4



The Battle of Lexington, April 19th, 1775

5



## R-6 REVOLUTION DEBATE TOPIC: THE STAMP ACT

### Overview

The Stamp Act crisis brought up the issue between the colonies and England of Parliament's right to tax the colonies. The Act was introduced to Parliament by Lord of the Treasury George Grenville to help pay the expense of British troops stationed in America. The British felt that they aided the colonists in settling in America, that they had defended them, especially in the French and Indian War, and that, therefore, the colonists owed something to help pay for the troops now defending them. Taxes were high in England, much higher than in the colonies. Yet, England was left with a huge debt from the French and Indian War (130,000,000£), was in a post-war recession, had new territories to oversee and protect, and was faced with colonial smugglers who avoided taxes on rum, sugar, and molasses and colonial merchants and planters who were reluctant to pay their debts to British bankers and merchants. Why shouldn't the colonies pay a fair share of the taxes? the British reasoned.

Moreover, the stamp tax was small. Stamp taxes had been used in England and the colonies before, and Grenville gave the colonists a year's delay to come up with an alternative measure.

The colonists felt they had settled America on their own, no thanks to England. They felt they had played a key role in the French and Indian War so they owed nothing to England for the war. In the colonists' view, England had fought the French and Indian War to help England - help for the colonists was a side issue.

The size of the tax was irrelevant to the colonists compared to the principle of being taxed. They felt they could only be taxed by their own representative (i.e. colonial assemblies). Since they were not represented in Parliament, they couldn't be taxed

## R-6 REVOLUTION

by Parliament. The British countered with the idea of virtual representation. The colonists were not actually represented, but they were virtually represented by members of Parliament who considered their interests whenever they passed a law. The colonists were represented, in British eyes, the same way that people in unrepresented districts in England were or the same way that those people who didn't vote were. The colonists attacked this argument.

The colonists cried "no taxation without representation" and added that they could not be adequately represented in Parliament. They felt that the one-year delay by Grenville was a hoax - what Grenville did was give the colonists one year to agree with his tax. The tax itself had some other difficult points, such as the point that the colonists had to pay in gold and silver, and the point that violators could be tried in admiralty courts without a jury trial (which was an important right to the colonists).

The British wanted to be paid in gold and silver because they felt other colonial money was unstable. They wanted violators tried in admiralty courts because they felt colonial juries would be too lenient in judging their fellow colonists.

## CN-1A CONSTITUTION

- A. "The United Nations is organized like the Articles of Confederation. And since the Articles were a failure, the United Nations will be, too."

- \_\_\_ 1. What is the conclusion ("therefore")?
- A. The United Nations is like the Articles of Confederation.
  - B. The Articles were a failure.
  - C. The United Nations will be a failure, too.
  - D. Let's have a new type of United Nations.
- \_\_\_ 2. What kind of reasoning is this?
- A. Proof
  - B. Cause and Effect
  - C. Sample (Generalization)
  - D. Comparison (Analogy)
  - E. Debating
- \_\_\_ 3. What is a possible weakness in this argument?
- A. Negative proof
  - B. Stereotyping
  - C. Straw Man
  - D. The two things compared are not similar in some important ways.

- B. "Shays' Rebellion showed how weak the Articles of Confederation were. So this Rebellion was an important reason for the Articles being dropped and the Constitution being written."

- \_\_\_ 4. The conclusion is: ("therefore")
- A. Shays' Rebellion showed how weak the Articles were.
  - B. The Articles were weak.
  - C. This Rebellion was an important reason for the Articles being dropped and the Constitution being written.
  - D. The Constitution was a good idea.
- \_\_\_ 5. What type of reasoning is this?
- A. Proof
  - B. Cause and Effect
  - C. Sample (Generalization)
  - D. Comparison (Analogy)
  - E. Debating

## CN-1A CONSTITUTION

- C. "(I) The people in that country are in a sorry condition.  
(II) Only one person in 100 has a TV."

\_\_\_\_ 6. The conclusion is:

- A. I C. That country is poor.  
B. II D. All people should have TV's.

7. Write out the main assumption in this argument:

## CN-1B CONSTITUTION

- A. "(I) The people in that country are in a sorry condition.  
(III) Only one person in 100 has a TV."

1. The conclusion is:

- A. I            C. That country is poor.  
B. II          D. All of the above.

2. Write out the main assumption in this argument:

- B. "(I) The United States is organized like the U.S. was under the Articles of Confederation. (II) It has no central authority, no taxing power, and no power to raise an army (countries "volunteer" troops). (III) We saw what a failure the Articles were. (IV) We should scrap the United Nations."

3. What is the conclusion?

- A. I            C. III      E. None of the above.  
B. II          D. IV

4. What type of reasoning is this primarily?

- A. Analogy            C. Cause and Effect      E. None  
B. Generalization      D. Proof

5. What is a possible error in this argument?

- A. Appeal to the mean      C. Equivocation  
B. The two cases may  
    not be similar in      D. Numbers  
    some respects.      E. None

- C. "(I) Intelligent people realize that the Founding Fathers of the Constitution were the greatest collection of men ever assembled. (II) Those who read about the Founding Fathers and see how great they were are smart and will learn a lot from these wise men."

6. What is the conclusion?

- A. I            C. Everyone should study the Founding Fathers.  
B. II          D. None of the above.

7. What type of reasoning is this primarily?

- A. Analogy      C. Cause and Effect      E. Debating  
B. Generalization      D. Proof

## CN-1B CONSTITUTION

8. What is a possible fallacy?
- A. Correlation as cause      C. Begging the question      E. No error  
B. Appeal to consequences      D. False scenario
- D. "(I) Shays' Rebellion dramatized some of the weaknesses in the Articles of Confederation by showing that the central government was too weak to prevent such uprisings. (II) So, this Rebellion was the main reason for the Constitution being written."
9. The conclusion is:
- A. I      C. The constitution was needed.  
B. II      D. None of the above.
10. What type of reasoning is this primarily?
- A. Analogy      C. Cause and Effect      E. Debating  
B. Generalization      D. Proof
11. Write the key question below for the type of reasoning you wrote for number 10:
12. How well does the historian answer this question?

## CN-2 CONSTITUTION

### Preamble of the Constitution of the United States

"We, the people of the United States, in order to form a more perfect Union, establish justice, ensure domestic tranquility, (peace within the country), provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish the constitution for the United States of America."

A. List four values of the authors of the above quote:

- 1.
- 2.
- 3.
- 4.

B. One assumption in the above quote might be: "The establishment of justice is worthwhile" which could be stated for each of the other purposes of the Constitution. Can you state two less obvious unstated assumptions? (Remember to state them in general terms).

- 5.
- 6.

## CN-3 CONSTITUTION

### An Argument for World Federalism

"(I) America's contribution to history is significant in many areas. But the greatest contribution may well be that human beings can rationally design a government to make order out of chaos and make representative government work.

(II) The revolution for personal liberty was important, but there have been other revolutions for freedom. (III) The start of representative government was important, but America was not the first to try this. (IV) It is the idea that mankind can construct a government as an act of intelligence that has inspired so many people. (V) This government has preserved stability, order, and freedom for almost 200 years.

(VI) This construction of government was achieved in the Constitution in 1789, not the Revolution in 1776. (VII) Americans have forgotten what a failure the Articles of Confederation were. (VIII) With each of the 13 states having sovereignty, anarchy and chaos reigned. (IX) The Constitution replaced the chaos with order through a federal system. (X) Central authority was established while states retained some of their powers.

(XI) Today we need a world federal government, just as the U.S. needed a federal system in 1789. (XII) Our world is in a state of chaos and turmoil. (XIV) The Founding Fathers of the Constitution would recognize this. (XV) Support the idea of world federal government. (XVI) Our greatest contribution to history - the idea of federal government - needs to be applied to the world."

**DIRECTIONS:** Answer the questions from the preceding argument for World Federalism.

A. Write out, in your own words, the main point of each paragraph:

1. Paragraph 1-
2. Paragraph 2-
3. Paragraph 3-
4. Paragraph 4-

### CN-3 CONSTITUTION

- B. What is the main point of the argument (what is this person arguing ? ) ?

5.

- C. Write two possible errors in this argument (there are at least three):

6.

7.

8. (Extra Credit)-

- D. 9. This author uses material from history to argue for a certain proposal for today. In general, how useful is history for this type of thinking? That is, can we learn from history?